Deer Valley Unified School District

Course: Biology **E-mail: christen.keith@dvusd.org** **Voicemail: N/A**
Room: 519 **Prep Hour: 1st** **Web Page/Canvas Site: See Canvas**
Tutoring Time 7:00 am and 2:30 pm Tue and Thursday by appointment

Course Description
The curriculum follows state and district standards, which can be viewed online on the district website. Students will be responsible for learning all of the state standards and additional information the administration has instituted into the curriculum. Students will be encouraged to develop a true understanding of biological concepts, processes, critical thinking, and problem-solving skills, which are essential to learning. Biology is intensive in both terminology and concepts; therefore, it will be necessary for students to spend time outside of class reviewing terms and concepts and making the most of their time in class by completing assignments and complying with behavior expectations. In addition to mental preparation, it is also expected that students are physically ready for class. Therefore, they must have the required materials and be dressed in compliance with the school dress code or lab attire on lab days.

Course Objectives
The biology curriculum is presented through the use of storylines. Each storyline consists of Arizona state standards. Each storyline covers different concepts from these standards, as outlined below.

Fall Semester *(timeline is subject to change)*
1. Africa Storyline: Energy, Population Dynamics, Cell Division, Genetics and Evolution
2. Homeostasis Storyline: Ecology, Evolution, Energy

Spring Semester *(timeline is subject to change)*
3. Disease Storyline: Cancer, Cell Division, DNA and Mutation
4. Melanin Storyline: Genetics, Protein Synthesis, and Evolution
5. Penguin Storyline: Evolution, Ecology and Population Dynamics

Required course materials
1. **Composition Notebook and writing utensils**
2. **Dry erase markers**
3. **Post It notes**
4. **Ipad and charger (charged 50% or more)**
5. **Poster board(s) when a project(s) is assigned.**

Grading Policy
O'Connor High School believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards.

O'Connor High School implements a research-based, unified grading and reporting policy that is focused on a standards-based mindset in which all grades are proficiency-based that effectively communicates what students know and can do, so students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based on grade-level standards.

To increase grading consistency, accuracy, equity, and focus on learning, O'Connor High School strives to employ the following tenets:
- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct.
- The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- A coordinated assessment and grading system clarifies the expectations for all students and maximizes academic opportunities.

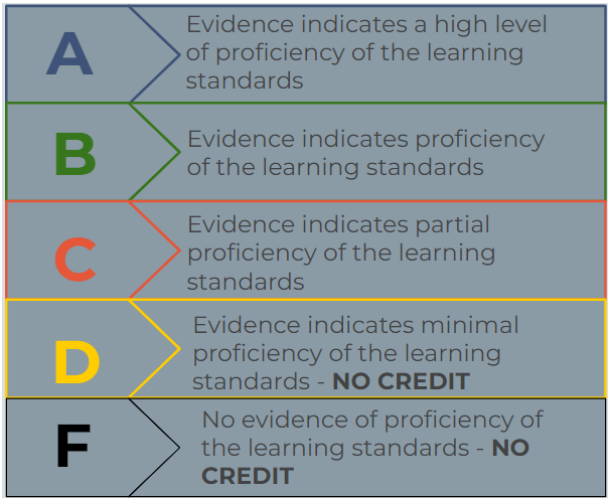
This year's guidebook will be a Standards-Based Gradebook that will have anchor standards tagged aligned to each assessment, project, or assignment. A student earns a grade of A – F from an aligned and provided rubric. Teachers will provide one meaningful grade per week that will assist students and parents in determining their learning progression towards the tagged/targeted standard.

Social Behavior Agreement
We at OHS believe that all students have the right to learn, all teachers have the right to teach, and all students will have the opportunity to demonstrate their learning. We believe that we do not leave this decision of learning up to choice. Thus the reason for the Social Behavior Agreement.

Social-emotional learning (SEL) is an important process through which students are supported in social skill development to engage in positive relationships with their peers, teachers, and other adults while learning to access their emotional intelligence to foster awareness of self and others.

Integrated through a whole-school approach in the teaching and learning communities, school climate and culture, and supporting structures, SEL can promote good decision-making, positive relationships, and self-care. By implementing SEL in a school-wide approach, educators can help students become more successful in high school and beyond.
There are five interrelated sets of cognitive, affective, and behavioral competencies. These are along with our Standards-Based Mindset Academic Behavior Framework and Flowchart. Assist our teachers in helping our students make good educational choices, along with assisting students with self-advocating, responsible, and self-awareness of their academic choices.
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

For the 2022-2023 school year, all O'Connor High School courses will utilize the below grade scale that aligns with the essential standards of the course:



Middle/High School Final Grade Scale Calculations for Phase 1 Schools (2022-23 SY)*

Transcript GPA	4	3	2	1	0
Letter Grade	A	B	C	D	F
Final Grade Scores	100-90	89-80	79-70	69-61 (no credit earned)	60 (no credit earned)

**The 2022-23 school year grade scale does not apply to grades earned prior to August 2022.*

Each level of the grade scale signifies a specific level of learning proficiency. Teachers assess student performance on assignments/assessments for each level of the scale based upon standards. Teachers will enter scores for individual assignments, assessments, and/or standards using the above grade scale.

PowerSchool Access
The PowerSchool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is ps.dvusd.org/public. This is where you find your student's grade in this class.

Make-Up Work
When a student is absent from school, the student will be provided the opportunity to make up work to close learning gaps from time away from school. The teacher will provide access to the student's assignment(s) and any hand-out or materials necessary for the accomplishment of such assignment, allowing a minimum make-up period of one (1) day for each day absent. ALL MAKE-UP WORK MUST BE DONE BEFORE THE CONCLUSION OF THE STORYLINE!

Students are responsible for communicating with the teacher the first day back from an absence to develop a plan to make up post-learning assignments. Students are encouraged to communicate electronically with the teacher during their absence.

Students who miss school work because of unexcused absences or suspensions will be allowed to make up missed work for credit. The teacher may assign such make-up work as necessary to ensure academic progress, ***not as a punitive measure.***

Late Work Procedure
To accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe of the current unit of study. An "F" will be entered in the grade book until the work is submitted. Students will be responsible for turning in late work in addition to their current work, which results in the natural consequence of a heavier workload. The primary consequence of not completing the work is to **complete the work.** Students may be assigned to our academic intervention time and assigned behavioral consequences such as lunch and/or after-school detention for not completing work. It is the expectation that during these assigned interventions and/or detentions, the student utilizes the time to **complete the missing work.**

While there is no late penalty for work, there is also a need to protect teachers' work time for grading. If a student does not turn in work during the **current unit of study (storyline)**, the teacher will enter an "F" (i.e. "No Evidence") for the assignment. The only exception for this is for an assignment that is due near the end of the unit of study. In this case, the student would have until the end of the unit of study or two weeks from the due date (whichever is greater) to turn in the work.

Long-Term Project Procedure
There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are based on the timeframe of the student's absence and the requirements of the long-term project. It is the expectation that students submit long-term projects on the day they are due. ***Students should self-advocate for assistance if they need extensions.***

Re-Take/Reassessment Procedure
All students will have the opportunity to improve their learning. At O'Connor, we instill in our students the value of learning from our mistakes and failures. We recognize and reward hard work, grit, and determination.

The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

At O'Connor, students will be allowed to retake assessments/assignments during the same grading period to show the student's current proficiency level with the standards.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- End-of-term or capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show *evidence of learning* and apply the teacher's feedback to earn a reassessment opportunity.

All students are required at the time of the retake to have all assignments from the tested standard completed and submitted to retake the assessment. Additionally, students are required to complete standard intervention assignments and schedule a time (Talon Time/before or after school) with the instructor to review material before re-take.

Classroom Behavior Expectations and Consequences
All students are expected to be seated before the final bell or students will be marked tardy.
All cell phones and other electronic devices are to be put away once the bell rings.
All students are expected to do and or attempt the assigned work in the class assigned.
All students are expected to be respectful to the instructor(s) and classmates at all times.
All students are expected to use personal and school technology appropriately and for school-related activities
Students will be dismissed by the instructor, not the bell.

Electronic Device Use
Technology (cell phones, iPads, hand-held devices, etc.) used in the classroom is intended to **enhance** the learning environment for all students; however, any use of technology that degrades the learning environment, promotes dishonesty or illegal activities, is prohibited. If the instructor determines that the use of technology is a distraction to the learning process, either of the student using the technology or to those around him/her, student may, at the discretion of the teacher, be asked to discontinue the use of technology in the classroom.

School iPads to Facilitate Learning:
Sandra Day O'Connor High School utilizes iPads **as a learning tool** in the classroom. The classroom teacher will inform students as to when they may use their devices and for which purposes. Students must adhere to their teacher's guidelines for use and appropriate times for use. Any student who violates the teacher's guidelines will be subject to disciplinary action.

Please note- students may <u>not</u> access their devices, whether for entertainment or learning if the teacher has stated that the classroom activities at that time do not warrant use. For example, during testing or assessments.

Plagiarism and Cheating
Cheating: In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At SDOHS cheating includes but is not limited to:

- Copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
- Copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- Pressuring other students to copy and/or offer homework, answers, and/or questions on tests or quizzes verbally, in written form, or by electronic means.
- Bringing in and using unauthorized information during class time, including information stored in any electronic device.
- Offering or receiving information under circumstances in which information is not to be shared.
- Having anyone, including parents or tutors, complete assignments and submit the work as one's own.
- Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- Copying answers from answer guides in texts.
- Fabricating data, information, or sources. Presenting made-up material as authentic.

Plagiarism: The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- Copying another's work.
- Using another's ideas without proper citations.
- Incorporating portions of another's writing within the context of your work.
- Failing to acknowledge a source of information.
- Using "unique" phrases without citations.
- Using graphics, charts, diagrams, or illustrations without citations.
- Using a translator (either in-person or online) without proper citations

Plagiarism and/or Cheating will result in disciplinary actions and a 0%, with no option to redo/retake. - **No exceptions.**

Loss of Credit Due to Absences
Upon reaching 12 unexcused and/or excused absences, a student may **lose credit** in any given class.
Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences. Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges.

Communication
Please contact the teacher for any student concerns. Teachers, parents and students must maintain open lines of communication to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

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Please return this portion by August 10th, 2022.

I have read the Course Syllabus and Guidelines.

Student Name (Printed) _____ Class Hour ____

Student Signature _____

Parent's preferred means of communication: _____

Parent Signature _____

Date _____