

Biology II

Mr. Blevins

Room 106

I. Introduction:

Biology II will take advantage of our new laboratory setting to encourage you to explore biology like you've never explored it before. It is my hope to get to many of the really cool topics in biology that you just didn't make it to in your first biology class. We'll go slower than you are used to...delving deeper into topics and in many cases learning through your own experimentation whenever possible. The vast majority of you have had me in class before and probably remember my philosophy when it comes to education.

Keys to success

In my years of teaching, I have found a couple of key components to be excellent predictors of success. The first is your attitude. It is amazing how far a positive attitude will take you in this world. Some of you hear this from your football, volleyball, or other coaches. Yet it amazes me how some adolescents can take those lessons and win championships, but often fail to capitalize on them when it comes to the classroom. Today I ask you to take a hard look at where you are in your life and where you would like to be in five or ten years. This brings me to another key component to success. What daily choices do you need to make to get yourself to those positions or goals? Those people who are the most successful in this world are people that are willing to make small sacrifices to delay gratification now for something much better later. As I tell my first year biology students, one study found that simply asking a six year old whether they would rather have one dollar now or two dollars next week was one of the strongest predictors of future success.

II. Scope and Sequence: Research has shown that a standards-driven curriculum provides students with the tools necessary to take the next step in their education or become productive members of our information and technology driven society. This class is built upon the science academic content standards for Ohio.

In addition, whenever possible, this course will take a thematic approach towards learning biology. For example, the study of specific diseases may be the spring

board for learning about the respiratory, cardiovascular, or immune system instead of simply learning about those systems as separate topics. Learning in this way, provides a context for deeper understanding. Another example, “The Science of Fat”, is a unit which is designed to teach about such topics as diabetes, the endocrine system, cardiovascular system/disease, exercise physiology, etc. Topics covered in this course may include but not be limited to:

Ecology/Environmental Issues

Genetics, The Human Genome Project and Genetic Engineering

Applications of advances in cellular biology and genetics

Microbiological applications/Pathogenic Microbiology

Human Body Systems/Anatomy and Physiology/Exercise Physiology

Bioethics

Bioengineering

III. What to expect? In this class I will emphasize the process of science as well as content. Both are important. You should know that what I do in class is based on research findings on how students learn science. The biggest guiding principles for me are:

A. *Students build new knowledge from previous knowledge*

(this means that misconceptions can interfere with how we learn new knowledge and we need to be aware of this!)

B. *Students formulate new knowledge by modifying their current concepts*

(you and I should be willing to work hard to modify any misconceptions)

C. *Learning is impacted by the social environment in which the learners interact*

(Since teachers direct the classroom environment, the style and techniques I use are guided by my desire to foster an engaging, interesting, dynamic, and even fun classroom environment which tends to promote learning)

D. *Effective acquisition of knowledge requires students to take control of their own learning*

(You can lead a horse to water...but you can't make him drink! You need to come prepared to make your own success in this class and in life! I'll work to get you to take that drink though....)

E. *The transfer of learning is affected by the degree of student understanding*

(We will work hard to go deep...not just survey as much as possible...)
(National Research Council, pp. 116-128)

This means there is a strong need to develop scientific thinking skills while also learning content. What that means to you is that facts, concepts, and ideas are important. However, they are more meaningful when based upon a solid understanding of the skills of science. Both will be stressed in this class.

IV. Grading: Grades are based on the total number of points earned during each quarter. At the end of each quarter the points are converted to a letter grade based on the Huron High School grading scale. You may expect ample opportunities to affect your grade through homework, labs, quizzes, tests, in-class work and activities, and projects.

V. Materials:

Five Subject Notebook (College ruled) with pockets in the dividers

Pens/Pencil/Paper

Textbook: Prentice Hall Biology (Levine/Miller)

*Textbooks are to be brought to class every day!

VI. Classroom Policies:

1. Come to class or lab prepared for the day's activities.
You are expected to be in your seat, ready to start class when the bell rings.
2. You are expected to show respect for your classmates and teachers and to help make this class a successful and enjoyable learning experience.
3. Due to the dangers present in the science classroom: eating, drinking, and chewing gum are not permissible.
4. You should raise your hand to participate in class discussions or to answer questions.

Consequences for failing to follow the above rules

1st offense:	verbal warning
2nd offense:	discussion of offense and 20 min. teacher detention (office notified of teacher detention)
3rd offense:	referral to office

VII. Make-Up Policy: In the case of absence from class for any reason, IT IS UP TO YOU to find out what work was missed. You can see me at the end of class or find out from a friend that is trustworthy.

If you miss a lab activity you are expected to make it up during a free period or before or after school within two days of the absence. You will be expected to find a person who has already completed the lab to help you if at all possible. Failure to complete any missed work in this class will result in a loss of credit for that assignment.

VIII. Five Subject Notebook: Many activities occur in class each day! –Demonstrations, lab activities, lecture, problem solving, group work, videos, discussions, readings, etc. The combined information from these activities together with the student’s independent work on homework, worksheets, quizzes, tests, and labs will compromise the study of science this year. It is important that you keep a well-organized and complete notebook.

Notebook Organization: Things to include

- Write down the date of each class day.** Highlight or box each date to make it noticeable. It should stand out from the other writing that will be in your daily log.
- Keep clear notes** on classroom discussions, lectures, activities, etc.
- If you are absent, write “absent” next to your date entry but leave enough space to copy notes from a dependable classmate.
- Homework** and Reading Journal Entries need to be recorded here as well!
- Laboratory Write-Ups** need to be included in the last section
- Save some trees... **You do not need to start a new page for each day!!!**

IX. Extra Help

I usually arrive before school each day at around 6:40 a.m. I can arrive earlier or stay after school if arrangements are made ahead of time. Please do not let yourself fall behind. There are many opportunities for you to get the help you need to be successful. Never be afraid to ask for help!!

Return this Sheet to Mr. Blevins!!

Please read and complete this page. Remove and return to Mr. Blevins. This will be your first homework assignment.

Student: I have read the class policies and understand that it is my obligation to follow them in order to help ensure success in this class.

Student Signature: _____

Date: _____

Parent: I have read this information with my child.

Parent Signature: _____

Date: _____

Parents: Please feel free to call me at the school if you have any questions (419-433-1234). You can also e-mail me at roger_blevins@huronhs.com and I will call or send a response ASAP. Thank You! I am looking forward to a terrific year with your son/daughter!