

**Biology Course Syllabus**  
Meridian Medical Arts Charter High School

**Instructor:** Lindley B. Ballen (she/her)

**Room:** 1

**Office Hours:** 7:30 am- 3:30 pm

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**Course Description:**

Earth and life processes, along with the conditions necessary for life, are studied through an integrated science instructional approach which continues to develop upon the foundations and laboratory skills. Inquiry skills are used to create a depth of understanding of life, environment, and ecosystems. In addition, emphasis will be placed upon understanding how life and life conditions are related to the health sciences including such areas as disease transmission, prevention, and treatment. Idaho State Standards for Science and laboratory skills are embedded within the course and are mastered by students via classwork, projects, laboratory exercises, and summative exams.

**Text:** Modern Biology, Holt, 2002. You may check out a textbook from me to use during the year.

**Grading Scale:**

The Meridian Medical Arts Charter High School grading system will be used to assign grades. The grading system and approximate values are as follows:

A	90-100%	B	80-89%	C	70-79%	WIP	0-69%
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Grades can be accessed at any time by parents and students via PowerSchool on the district website. Please contact the office about obtaining usernames and passwords for PowerSchool.

**Course Requirements and Assessments:**

This course requires classroom and laboratory work. Student understanding of the material will be assessed in a variety of different ways including projects, presentations, and tests.

**Grades will be weighted into the following categories:**

Homework/Misc/warm ups	10%
Classwork	15%
Labs	25%
Exams	50%

Classwork may be entered in PowerSchool on a 5 point scale (5 meaning the work was complete and done well to 0 meaning the work was not completed; scores from 4 to 1 indicate not all of the work was completed and/or answered thoroughly). Most of the classwork will be corrected and discussed before students turn it in. Students should make corrections to help with comprehension.

**Graded Work/Test Corrections:** In most cases, I do not allow students to submit revised or corrected versions of classwork/projects/warmups/tests after it has been graded and entered into PowerSchool. I provide feedback or an answer key for most assignments that is for student reference only. Students are encouraged to review my feedback, make corrections, and use feedback to help study for a test, however, the score received on classwork/projects/warmups/tests is the score that stands.

**Late Work:** Missing work will be entered into PowerSchool with a reminder zero to encourage students to turn in their work. For each unit, students will have up until the missing work cutoff date (always two full days before each unit exam) to turn in the missing assignment. In most cases, late assignments that are submitted after the unit late work cutoff date *will not* be accepted. Please come to me to discuss any issues you may have before an assignment is due. Please remember that any decisions made regarding the acceptance of late work or extending due dates is made at the discretion of the teacher and will be made on an individual case by case basis.

**Tentative Schedule:** Schedule subject to change without notice at the instructor's discretion and depending on how quickly we move through the course information. Exams and final projects will be assigned throughout the year with advance notice of at least a week. Study guides for exams are available at least two weeks prior to the exam. Late work cutoff days will be announced a least week before the end of the unit.

Unit	Week	Topic
1	1-5	Scientific method, measurement, graphing, microscopes, lab practices
		Assessment: Scientific Method
2	6-8	Basic chemistry
3	9-10	Intro to biological macromolecules: Carbohydrates, lipids, proteins, DNA and RNA
		Assessment: Macromolecules
	11-13	Intro to cells
		Assessment: Student presentation on cells and exam
4	14-16	Microbiology: Viruses
		Assessment: Viruses
	17	Microbiology: Intro to Bacteria
	18-20	Microbio: Colony morphology and staining
		Assessment: Intro to bacteria to morphology, and staining
	21-23	Microbio: Media, antibiotic resistance, disease spread
		Assessment: Media, antibiotic resistance, disease spread
6	24-25	Introduction to Ecology
	26-27	Ecology: Organism/Behavior
	28-29	Ecology: Population
	30-31	Ecology: Community
	32-33	Ecology: Ecosystems/Nutrient cycling
	37	Ecology: Global/Biosphere/Geologic time/History of Life
		Ecology: Final game and exam

**Materials and Supplies:**

These will be used throughout the class. I expect that you will keep a notebook or binder with all your classwork, labs, and homework *neatly organized* by unit.

- Notebook- Notes are taken in the notebook with appropriate headers, titles, and dates to help students distinguish when the notes were taken and the subject the notes were taken on. Assignment pages are neatly glued or taped into the notebook in the correct order

**OR**

- Binder with notebook paper- Notes are taken on notebook paper with appropriate headers, titles, and dates to help students distinguish when the notes were taken and the subject the notes were taken on. Assignment pages are 3-hole punched and placed inside in the correct order.

**AND**

- Dividers or indexing/flagging tabs that can be attached to notebook pages. These will be used to organize your notebook or binder by section, topic, or unit.

**Class Rules:**

- Be prepared and on time: Come to class with all required materials as you will not be excused to retrieve materials from your locker. If you choose to come to class late, *you* are responsible for obtaining all missed notes from a classmate.
- No food or drink in the lab: Either leave your snacks and drinks in your locker or consume them before class begins.
- Be considerate, kind, and respectful: We are all part of a learning environment and have tasks to complete. Your job as a student is to learn and my job as a teacher is to help facilitate that learning. Learning and classroom management is easier when both parties agree to be respectful of each other and are kind and considerate towards one another.
- Treat each other with dignity: We all come from different backgrounds and have had different life experiences. Please listen to each other's ideas with an open mind and heart. You do not have to agree with one another but you must respect each person's individuality.
- Be safe: Observe and follow all class and lab safety rules.
- Participate and be an active learner: Technology is ever-present in our lives. It is our responsibility to learn how to positively utilize and include this technology in our lives. If your cell phone or other devices become a problem or distraction for yourself and others, you will be asked to place it in a bin in the classroom. If your electronic device becomes a consistent problem you will need to write an email to your parents (cc myself) explaining why your device has become a problem and how you plan to remedy this situation going forward.
- For remote learning: You are expected to log into class on time. You are expected to actively and appropriately engage in learning. You are expected to be professional. You are expected to treat the online learning environment as if you were physically in the classroom. If you wouldn't wear it, say it, do it, etc in the classroom, do not expect to be allowed to do that while learning remotely. For example, please do not show up for class in bed, wearing your jammies, snuggling with your dog.

I am very excited to be your teacher this year. I enjoy being available to students and parents to discuss grades, student performance, and other concerns. Please do not hesitate to speak with me if you have a concern- 9 times out of 10 it is something that I can easily remedy. I am here to help and to be an ally on your educational journey.