

The mission of Hermon High School is to prepare students for personal success in college, work, and community.

Conceptual Biology

Instructors:

Mr. Stahl

Ms. Trenckmann

nicholas.stahl@schools.hermon.net

betsy.trenckmann@schools.hermon.net

Prerequisite: Successful completion of Earth Systems

2 semesters, 1 credit

Conceptual Biology is a yearlong course that meets for 80 minutes every other day. We will be learning about the importance of biology as we dive deeper into various biological themes and processes to learn about the following topics: classification, populations, cells, diffusion, genetics, and photosynthesis. Numerous labs will be conducted where we will practice proper techniques and analyzing data, allow you to gain the opportunity to actively investigate scientific problems.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

4- Life Sciences: Structure, Function, and Information Processing Understand and analyze molecular, structural, and chemical biology. (LS 1)

5- Life Sciences: Matter and Energy in Organisms and Ecosystems Understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem. (LS 2)

6- Life Sciences: Growth, Development, and Reproduction of Organisms, Natural Selection, and Adaptations Understand and analyze genetics, adaptation, and biodiversity. (LS 3 + LS 4)

8- Engineering, Technology, and Application of Science Demonstrate engineering concepts across multiple disciplines and novel situations. (HS-ETS1)

- 8 A. Ask questions/ define problems.
- 8 B. Develop and use models.
- 8 C. Plan and carry out investigations.
- 8 D. Analyze and interpret data.
- 8 E. Use mathematical and computational reasoning.
- 8 F. Construct explanations/ design solutions.
- 8 G. Engage in Argument from evidence.
- 8 H. Obtain, evaluate, and communicate information

Unit 1

Biology and You

Summary

Students will understand the nature of scientific thought and scientific methods including SI measurements and lab safety when working with tools and techniques that scientists use in scientific practices. Students will also identify the basic characteristics that are shared by all living things and make personal connections to the importance of studying life science.

Performance

4A. Identify the properties of life and make personal connections to the importance

Indicators Assessed in Unit	of studying life science. 8- (A-H) Engineering, Technology, and Application of Science Practices
Unit 2	Ecology
Summary	Students will study the characteristics, functions, and behavioral interactions within an ecosystem. Students will learn about population dynamics and biodiversity.
Performance Indicators Assessed in Unit	5 B. Apply population dynamics (species interactions and community behavior) to the functioning resilience of a species population, its community, and the surrounding ecosystem. 8 (A-H). Engineering, Technology, and Application of Science Practices
Unit 3	Microbes
Summary	Students will explain the characteristics and processes of bacteria and viruses. Students will also learn how bacteria and viruses are beneficial to humans and how they cause disease.
Performance Indicators Assessed in Unit	4 E. Relate structure to function in the anatomy of microscopic organisms/particles (Bacteria, Viruses, Protists) with emphasis on their role in ecosystems. 8 (A-H). Engineering, Technology, and Application of Science Practices
Unit 4	Cell Structure
Summary	Students will study the relationship between the structure and function of both prokaryotic and eukaryotic cells. In addition to identifying key cellular structures, students will discover that even within cell groups specialization occurs to maximize efficiency in the specific role of that cell
Performance Indicators Assessed in Unit	4 C. Compare and contrast cell types and relate cellular structures to their functions. 8 (A-H). Engineering, Technology, and Application of Science Practices
Unit 5	Metabolism: Photosynthesis and Cellular Respiration
Summary	Students will get an introduction to metabolism and how organisms gain and use energy. Students will explore photosynthesis and cellular respiration including organelles involved, steps of each process, and how they relate to one another.
Performance Indicators Assessed in Unit	5 A. Demonstrate an understanding of the processes of cellular respiration and photosynthesis in organisms and role of each in an ecosystem (carbon -oxygen cycle). 8 (A-H) Engineering, Technology, and Application of Science Practices
Unit 6	Cell Reproduction/Division: Mitosis and Meiosis
Summary	Students will describe the significance and process of cell division, correlate the stages of cell division to the growth and maintenance of an organism, and provide sound reasoning as to how meiosis allows for diversity within a population. They will also explore human conditions caused by nondisjunction resulting in atypical chromosome numbers.

Performance Indicators Assessed in Unit	6 A. Compare and contrast forms of cell division and relay the importance of each in its growth, maintenance, and reproduction as well as the diversity of a population. (LS1:B) 8 (A-H). Engineering, Technology, and Application of Science Practices
Unit 7	Mendelian Genetics
Summary	How traits are passed from parent to offspring will be studied, with emphasis on predicting the outcome of a genetic cross and tracing traits through multiple generations to determine inheritance patterns.
Performance Indicators Assessed in Unit	6 B. Accurately show the relationship between genes and their physical expression, and predict the outcome of a genetic cross 8 (A-H). Engineering, Technology, and Application of Science Practices
Unit 8	Molecular Genetics: DNA, RNA, and Protein Synthesis
Summary	Students will learn how the structure of DNA facilitates its roles in replication and protein synthesis and the effects of mutations in DNA.
Performance Indicators Assessed in Unit	6 C. Relate genetic diversity to the molecular structure of DNA and how genetic code translates into the building of proteins. 8- (A-H) Engineering, Technology, and Application of Science Practices
Unit 9	Biological Evolution
Summary	Students will investigate how genetic diversity enables populations to change over time and respond to a changing environment. They will look at the scientific evidence for the process of Natural Selection and explain the process their knowledge of genetics..
Performance Indicators Assessed in Unit	6 D. Describe how living things change over time and respond to one another and their environment. 8- (A-H) Engineering, Technology, and Application of Science Practices

Summative Assessments Retake

- Students have the opportunity to retake summative assessments.
- The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is a 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count as 20% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.