

# Biology A

# Course Syllabus and Class Guidelines

LOS ANGELES HIGH SCHOOL OF THE ARTS  
701 S. Catalina St., Los Angeles, CA 90005

School Principal: Ms. Cathy Kwan Teacher: Mrs. Jill Aller  
FALL SEMESTER 2023

## MRS. JILL ALLER

- [jill.aller@lausd.net](mailto:jill.aller@lausd.net)
- call/text(google#) **(213) 465-3534**
- Room# 4th floor, A465
- Tutoring Hours: Mondays after school @3:45-4:45 PM

### Supplies:

◆ Chrome book/laptop (every day), A Spiral/composition Notebook (your Science Journal), Pencil, black or blue ink pen

### **Grading/RUBRIC: Equitable Grading Practice (EGI) and Growth Mindset**

In order to accommodate student diversity in learning, I will be using an EGI Approach to grading. The key components of this Grading system are:

1. Grades will be determined solely on achievement of course/grade-level standards. rubrics will be used to provide student feedback throughout the course (not just points or percentages).
2. Students are not expected to have immediate mastery but are expected to show progress through the course.
3. Students will have multiple opportunities to show what they know and understand. Re-take opportunities and revisions are available to improve performance.
4. In order to receive a rubric score in any particular learning target, the most consistent or recent score will be used. **For example, if you score a 1, 2, 2, 3, 2, your score would be a "2."**
5. Student attendance, work habits, behavior, and cooperation will be reported separately.

### **Course Description:**

**Welcome to Biology: Living Earth A class.** *This Fall Semester Curriculum Guide is based on the LAUSD Biology of the Living Earth curriculum guide to understanding basic biological concepts: ecosystem interactions and energy, history of earth's atmosphere and respiration (including photosynthesis and cellular respiration), and evidence of evolution.*

This Term's focus is on active student participation in laboratory investigations, project and inquiry-based learning, and the development of critical-thinking skills by integrating the next-generation science standards and the common core state standards in each unit of study. Biology A meets the grades 9-12 district life science graduation requirement. This course fulfills one semester of the University of California's 'd' entrance requirement for laboratory science.

To get a graduation credit for this class (with at least a C grade) please adhere to the requirements and guidelines of this course.

### **General Classroom Procedures and Behavior**

#### **Expectations:**

1. **RESPECT** yourself, others, and the campus. Follow laboratory safety rules and adhere to the safety contract.
2. **Be DEDICATED** to your studies. Come to class every day, prepared and on time.
3. **Be HONEST** and demonstrate **INTEGRITY**. Turn in only your own original work, and always cite your sources otherwise, it is plagiarism, it is cheating.
4. Maintain **HEALTHY RELATIONSHIPS**.
5. **COMMUNICATE** appropriately.
6. **Be RESPONSIBLE**. Follow school and classroom rules and behavior expectations.

## Biology A Learning Targets

4	<p><b>MASTERY/ADVANCED</b> I demonstrate a thorough understanding of the learning target, and I can apply this learning target in other contexts. I can accurately teach it to others.</p> <p>The student has earned 81-100% of the Essential Knowledge/Skills.</p>
3	<p><b>PROFICIENT</b> I demonstrate an understanding of the learning target, but I may make a few minor errors and I am not confident to teach others.</p> <p>The student has earned 61-80% of the Essential Knowledge/Skills.</p>
2	<p><b>BASIC PROFICIENT/Approaching</b> I demonstrate some understanding of the learning target, but because of the gaps in my understanding, I still need more practice and descriptive actionable feedback to show growth and progress towards mastery.</p> <p>The student has earned 41-60% of the Essential Knowledge/Skills.</p>
1	<p><b>LIMITED PROFICIENT/Beginning</b> I demonstrate very minimal understanding and/or misunderstanding of the learning target, and I need additional instructional support or significant reteaching.</p> <p>The student has earned 21-40% of the Essential Knowledge/Skills.</p>
0	<p><b>NOT YET/No Evidence</b> I did not submit any work to be accurately assessed.</p> <p>The student has earned 0-20% for no to very minimal evidence or unsatisfactory evidence of the Essential Knowledge/Skills.</p>

### **BEHAVIORAL MARKS:**

Attendance, work habits, and cooperation will not be counted towards the final grade, but will be assessed separately every 5-week grading period.

### **WORK HABITS**

**Excellent(E)**-Completes 80-100% of assignments, actively participate, and works toward mastery of learning targets.

• **Instructional Segment 1: Ecosystem Interactions and Energy** What is the role of the keystone species in the maintenance of the population sizes of organisms within an ecosystem?

• **Instructional Segment 2: History of Earth's Atmosphere and Respiration** (Photosynthesis & Respiration) "Where does the mass come from and where does it go?"

• **Instructional Segment 3: Evidence of Evolution** How is indigenous skin color, at various latitudes, affected by environmental stresses at each latitude?

**LT#1. I can use mathematical and/or computational representations** to support explanations of factors such as;

- what affects the carrying capacity of ecosystems at different scales. [HS-LS2-1](#),
- to support claims for the cycling of matter and flow of energy among organisms in an ecosystem. [HS-LS2-4](#)
- to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity [HSESS3-6](#)

**LT#2. I can obtain, evaluate, and communicate information**

I can gather information in a variety of forms, evaluate the validity of the information, and effectively communicate that information in multiple forms to others.

**LT#3. I can develop/ use model** to make predictions and show relationships to the content and show that models can be revised.

3.1. to illustrate how photosynthesis transforms light energy stored chemical energy. [HS-LS1-5](#)

3.2. to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. [HS-LS1-7](#)

3.3. to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. [HS-LS2-5](#)

3.4. to develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [HSESS2-6](#)

**LT#4. I can argue from evidence**

I can define a problem, generate a viable solution to

**Satisfactory (S)**-Completes at least 60% of assignments with active participation and efforts towards mastery of learning targets

**Unsatisfactory (U)**-Completes less than 60% of assignments, does not participate and not making an effort in improving performance in class.

### COOPERATION

**Excellent(E)**- Follows all classroom procedures and behavior expectations consistently. Comes to class every day, prepared, and on time, respecting everyone and everything in the classroom.

**Satisfactory (S)**-Follows most classroom procedures and behavior expectations most of the time. Comes to class most days and is most of the time prepared, respecting everyone and everything in the classroom.

**Unsatisfactory (U)**-Does not follow the classroom procedures and the behavior expectations. Chronically missing or tardy in class, unprepared, and does not demonstrate respect, responsibility, or safety for oneself or others in the classroom.

### FINAL ACADEMIC GRADE:

- A- **Demonstrate Mastery/Advanced(4) in at least 75% of the learning targets and nothing less than 3**
- B- **Demonstrate Proficiency (3) in at least 75% of the learning targets and nothing less than a 2**
- C- **Demonstrate at least Basic Understanding (2) level in all/majority of the learning targets**
- D- **Demonstrate at least Beginning (1) level in all/majority of the learning targets**
- F. **Demonstrate that a few or none of the Learning Targets are achieved with at least Beginning/Limited Proficient (1) level.**

### ELECTRONIC DEVICE POLICY:

**CELLPHONES and other electronic device** are **not allowed** in class, they will be **confiscated** if it is used for whatever reason during class hours. **Parents will be notified of such offense.**

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that problem, and use evidence to argue why my solution is valid. (Claim-Evidence-Reasoning)

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**LT#5. Inquiry/Scientific Questioning.** I can design a controlled experiment, conduct it using scientifically sound methodology, and gather data and analyze the data for its validity as evidence or apply the scientific method and/or engineering design cycle in finding solutions to problems and providing evidence for scientific claims during an experiment/investigation/simulation activities.

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**LT#6 I can show mastery in explaining a phenomenon/ concept**

- How humans are influencing the carbon cycle, how do disturbances affect ecological communities
  - Ecosystem Interactions and Energy (Cycles of Matter, Photosynthesis and Respiration, Evolution and Natural Selection)
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### **LT#7 FINALS**

Students show mastery in synthesizing all knowledge and skills learned for the entire semester by showing proficiency in written, presentation, and group project/lab during the finals week/s of class.

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### **LT#8 LAHSA OUTCOME/ Linked Learning Project**

**Innovation:** LAHSA grads creatively employ a set of pathway skills to execute an artistic vision.

**Citizenship:** LAHSA grads contribute to the global and local community as culturally aware and informed citizens and leaders

**Communication:** LAHSA grads clearly articulate complex ideas in multiple ways.

**Critical Thinking:** LAHSA grads strategically and systematically solve problems through data analysis and inquiry.

**Collaboration:** LAHSA grads maintain accountability within the dynamics of a team.

**Professionalism:** LAHSA grads independently set goals and implement a plan and reflect on their current academic and post-secondary goals and persistence.

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### **Hallway/Restroom Policy:**

Hallway/Restroom Pass is required, only one at a time is allowed to go to the restroom, and we observe the "10-minute rule" which means no one is allowed to go to the restroom the first and the last 10 minutes of class.

**Consequences for not following the rules**

1. Verbal warning  
(teacher-student conversation)
2. Parent's notification  
(teacher-parent conference)
3. Office referral

**ABSENT WORK/LATE ASSIGNMENT POLICY:**

1. For excused/unexcused absence, email your teacher for the assignment missed on or before the day you were absent, and check your SCHOOLGY for the assignments you need to turn in that day.
2. Missing Labs and quizzes are hard to make up, a few of them can be done during tutoring hours. Do your best to complete and turn them in on time.
3. Make-up opportunity is available for your mid-term and final exam only if you notify me in advance and with valid reason/s or documentation

**LABORATORY SAFETY CONTRACT**

**RULES FOR THE SCIENCE LABORATORY AND CLASSROOM**

I understand that I am responsible for my own safety and for the safety of others, therefore –

I will...

- act responsibly at all times.
- follow all instructions given by the teacher.
- wear safety goggles and other personal protective equipment when instructed.
- tie back long hair and remove jewelry when conducting investigations.
- wear shoes with closed ends (toes and heels) when appropriate.
- never eat or drink during an investigation unless instructed to do so by the teacher.
- notify the teacher immediately of any emergency.
- keep my work area clean.
- handle living organisms and preserved specimen responsibly and with respect when it is included in the lab.

**FALL 2022**

**Biology A**

**Statement of Understanding**

By signing this contract, the parent/guardian and the student acknowledge that they have read the syllabus for Biology A class at LOS ANGELES HIGH SCHOOL OF THE ARTS and that they understand and agree to the commitment necessary to be successful in this course.

Please complete the information below and return this statement of understanding to Mrs. Aller by Friday, August 21, 2023.

Parent or Guardian Preferred Contact Method? (circle one)

<b>Phone</b>	<b>Email</b>	<b>Both</b>
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Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

**Student Printed Name:** \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian Printed Name and Signature:**

\_\_\_\_\_ Date \_\_\_\_\_

**Note from Parent/Guardian:**

(Important information such as allergies, whether or not your child is wearing contacts (for safety lab purposes), should be wearing glasses, seating accommodations, etc.)

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**FOR QUESTIONS/CONCERNS:**

MRS. JILL ALLER  
[jill.aller@lausd.net](mailto:jill.aller@lausd.net)