



# Chandler Unified School District

SCI200A Biology  
SY 2023-24



## Course Overview

### Course Description

Students will participate in various laboratory assignments focusing on ecology, cell processes, genetics, and population changes over time.

### AP/IB/Dual Enrollment

No

### Prerequisite/Fee(s)

None

### Course Materials

3 Ring Binder  
School Issued Chromebook  
Writing utensils  
Additional items to be determined

### Adopted Resource(s)

Miller and Levine Biology -Miller & Levine (Savvas).

*\*An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

## Site and Faculty Information

### School name and address:

Perry High School, 1919 E Queen Creek Rd, Gilbert, AZ 85297

### Building principal:

Heather Patterson  
patterson.heather@cusd80.com

### Teacher:

Jerald Irion MEd  
irion.jerald@cusd80.com

**Office hours:** Tutoring: Mondays 2:15 pm - 3:15 pm, and by appointment.

## Course Access

This course is taught in-person at Perry High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

## Help

### Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link ([cusd80.com/Page/45109](https://cusd80.com/Page/45109))

### Mental Health Support

- CUSD mental health support [cusd80.com/Domain/10528](https://cusd80.com/Domain/10528) or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

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## Student Conduct, Success, and Responsibilities

### Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at [cusd80.com/handbooks](http://cusd80.com/handbooks). Printed copies will be provided upon request.

### Student Responsibilities

Cell Phones - Cell phones should be placed in the cell phone caddy at the beginning of class unless otherwise directed by the teacher.

Cheating/Plagiarism - Copying the work of another person and submitting it as your own, obtaining unauthorized or undocumented material from the Internet or other sources, or securing teacher materials or work in a dishonest or unauthorized way are all considered cheating. Allowing another student to copy your work is considered cheating. First Offense: A zero on the assignment, a referral to the administration, possible ISS/OCS. Second Offense: The student may be dropped from the class with an "F".

Consequences to not meeting Classroom Expectations:

1. Verbal Warning
2. Call home to parent
3. Referral to administration

\*\*\*Any offense outlined in the student handbook, supersedes these classroom consequences\*\*\*

Student Expectations:

You are expected to be in your assigned seat when the bell rings.

Perform what is asked of you the first time it is requested.

Remain silent at appropriate times, such as teacher lecture, during the administration of tests or quizzes.

Raise your hand if you have a question or comment during class.

If you need to use the bathroom, please sign out before you leave. Bathroom breaks are not allowed in the middle of tests/quizzes.

Classroom Expectations:

Out of respect for one another, only one person will be talking at a time during lecture time. If there is confusion about the lecture, please ask me and not your neighbors.

Participation is key to this being a successful experience for all students so there will be no sleeping, No cell phone usage (if I see you on it, it will ALWAYS be taken away), No music devices (unless given permission), No profanity or other distractions.

### Late work

Late work is not accepted for credit. Please turn in your work on or before the due date. There are exceptions for excused absences or other extreme circumstances. Please discuss these situations with your teacher. You will receive 3 Puma Passes each semester which will allow you to turn in an assignment 1 DAY after the due date.

### Learning Outcomes

Biology is a laboratory science class that explores all types of life and living things. Students will be learning a curriculum that is diverse and multilevel and based on the Arizona State Science Standards. The content will be delivered through storylining. Storylining is a method of instruction based on observable phenomena and driven by questions from students, increasing student ownership over their learning by putting them in the driver's seat. This leads to activities and lessons based on the phenomena and the questions that students generated. It will help students produce the skills needed to solve problems and critically think through issues to make sense of our world. Storylining is cyclical in nature, always leading with authentic, real-world phenomena, and revisiting the overarching concepts in different contexts throughout the school year. Students will have opportunities to transfer their conceptual understanding to new situations presented to them. The curriculum will include Disciplinary Core Ideas

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(content), Science and Engineering Practices, and Cross-cutting Concepts (concepts that help link ideas across disciplines).

-Obtain, evaluate, and communicate about the positive and negative ethical, social, economic, and political implications of human activity on the biodiversity of an ecosystem.

-Develop and use models that show how changes in the transfer of matter and energy within an ecosystem and interactions between species may affect organisms and their environment.

-Ask questions and/or make predictions based on observations and evidence to demonstrate how cellular organization, structure, and function allow organisms to maintain homeostasis.

-Obtain, evaluate, and communicate data showing the relationship of photosynthesis and cellular respiration; flow of energy and cycling of matter.

-Construct an explanation for how cellular division (mitosis) is the process by which organisms grow and maintain complex, interconnected systems.

-Obtain, evaluate, and communicate the ethical, social, economic and/or political implications of the detection and treatment of abnormal cell function.

-Construct an explanation of how the process of sexual reproduction contributes to genetic variation.

-Obtain, evaluate, and communicate information about the causes and implications of DNA mutation.

-Engage in argument from evidence regarding the ethical, social, economic, and/or political implications of a current genetic technology.

-Obtain, evaluate, and communicate evidence that describes how changes in frequency of inherited traits in a population can lead to biological diversity.

-Gather, evaluate, and communicate multiple lines of empirical evidence to explain the mechanisms of biological evolution.

## Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

## Grading

### Grade Percentage

A	B	C	D	F
90% - 100%	80% - 89%	70% - 79%	60% - 69%	<60%

### Quarter grades

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Your grade will be based on the following:  
Semester cumulative = 80% of semester grade

- o 50% - Assessments
- o 30% - Lab Activities / Group work
- o 20% - Classwork / Participation

Final exam = 20% of semester grade

Your grade will be determined by the number of points earned in the class. Please keep track of your grade using Infinite Campus.

A = 90 – 100%      B = 80 – 89%      C = 70 – 79%      D = 60 – 69%

\*The purpose of coursework in this class is to increase student understanding and knowledge, not just to earn a grade. Grades may not be given for every assignment in this class.

### **Semester grades**

Semester grades are calculated using 80/20: A combination of the two quarters accounts for 80% of the semester grade and the final exam accounts for remaining 20%.

## **Units of study**

### **Units for SCI200A Biology**

Africa storyline  
Homeostasis storyline  
Melanin storyline  
Disease storyline  
Penguins storyline  
Canines storyline

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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SCI200A Biology

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**Site:** Perry High School

**Building Principal:** Heather Patterson, patterson.heather@cusd80.com

**Teacher:** Jerald Irion, irion.jerald@cusd80.com

## Parent/Guardian

### Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

Unit of study	Acknowledge	Potential Conflict
Africa storyline	<input type="checkbox"/>	<input type="checkbox"/>
Homeostasis storyline	<input type="checkbox"/>	<input type="checkbox"/>
Melanin storyline	<input type="checkbox"/>	<input type="checkbox"/>
Disease storyline	<input type="checkbox"/>	<input type="checkbox"/>
Penguins storyline	<input type="checkbox"/>	<input type="checkbox"/>
Canines storyline	<input type="checkbox"/>	<input type="checkbox"/>

*\*An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*

**By signing and returning this form**, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.
- As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

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Student signature

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Parent/Guardian name (printed)

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Parent Signature

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Date

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***Please return this page to your student's teacher.***