

<i>Personal Welcome</i>	This is an interactive course that focuses on science literacy and scientific skills through a biological lens. Students can look forward to participating in scientific inquiry, collecting, interpreting, and communicating data, and discussing how science affects their lives and society. I believe that science education should be accessible, engaging, and relevant to students' lives, and I will strive to ensure that I meet students where they are at with the supports that best fit their learning style(s). I believe that science literacy is important for everyone as it helps us understand ourselves and the world around us, allowing us to make informed decisions about our health, our environment, and our democracy. I love biology and hope to share that enthusiasm with my students.
<i>Course Highlights (topics, themes, areas of study)</i>	<p>Units of Study:</p> <p>Unit 1 - Ecosystems & Biodiversity</p> <p>Unit 2 - Biomolecules</p> <p>Unit 3 - Cells to Organisms</p> <p>Unit 4 - Genomics</p> <p>Unit 5 - Evolution</p> <p>Unit 6 - Matter, Energy, & Climate Change</p>
<i>Course Connections to PPS Reimagined Vision</i>	Students of this course will foster their ability to grow as compassionate critical thinkers, able to collaborate and solve problems, and be prepared to lead a more socially just world.
Section 3: Student Learning	
<i>Prioritized Standards</i>	<p>Students in high school develop understanding of key concepts that help them make sense of life science. The ideas are building upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are five life science topics in high school:</p> <ol style="list-style-type: none"> 1) Structure and Function, 2) Inheritance and Variation of Trait 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems 5) Natural Selection and Evolution. <p>The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.</p>



<p>PPS Graduate Portrait Connections</p>  <p>8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait - students will develop the skills necessary to graduate as:</p> <ul style="list-style-type: none"> ● Influential and Informed Global Stewards ● Inclusive and Collaborative Problem Solvers ● Inquisitive Critical Thinkers with Deep Core Knowledge ● Resilient and Adaptable Lifelong Learners ● Reflective, Empathetic, and Empowered Graduates ● Transformative Racial Equity Leaders ● Powerful and Effective Communicators
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: All modifications and accommodations outlined in the student's IEP, appropriate scaffolding and student choice, individualized supports</i></p> <p><i>504 Plans: All supports outlined in the student's 504 plan, appropriate scaffolding and student choice, individualized supports</i></p> <p><i>English Language Learners: access to teacher notes, appropriate scaffolding and language supports (e.g. glossaries etc.)</i></p> <p><i>Talented & Gifted: Assignments will be differentiated for students to provide opportunities to demonstrate a more in-depth understanding of content and challenge students to demonstrate a higher level of proficiency regarding science practices and higher order processing. Students will also be provided extension work as necessary and appropriate.</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay <p>*Not applicable in this course.</p>





8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies

Shared Agreements



I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):

Students will be given a survey to identify common themes and shared agreements that should be observed. A list will be created and posters printed to display each class' priorities for norms and behaviors.

I will display our Agreements in the following locations:

The wall in the front of the room.

My plan for ongoing feedback through year on their effectiveness is:

I will reteach agreements as necessary and remind students of their role in creating and responsibility to follow said agreements.

Student's Perspective & Needs



I will cultivate culturally sustaining relationships with students by:

Being available. Expressing interests in them and their interests, creating a safe place for students to learn and thrive.



	<p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>email me at: bbiagini@pps.net</p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <p>Acknowledging successes and improvements.</p> <hr/> <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Surveying students quarterly about their experience in my class and areas in which I can improve, what is working and not working for particular students, and how I can help them be successful in my classroom.</p> <hr/> <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>The student will be reminded of the rules and retaught shared agreements. Upon further refusal to maintain agreements, students' guardians will be contacted and informed of any persisting issue.</p>
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Students' work will be displayed throughout the classroom.</p>



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Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	Masks must be worn at all times and should refrain from wandering throughout the period, keeping 3 feet of distance from neighboring students. No eating is allowed in classrooms. Students will be given more specific safety instructions as they become applicable to different activities and exercises.
<i>Coming & Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Students will use a hall pass whenever they leave the room.
<i>Submitting Work</i>	I will collect work from students in the following way: For the first semester, work will be submitted digitally through Paper format, slide sharing and Canvas.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: Customized grade reports will be sent out to families before quarter progress reports, to remind students of outstanding work.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline:</i> <i>Timeline: I strive to return graded student work within a week of the posted deadline. Late work is graded and returned as soon I am able to grade it (although I prioritize keeping up with grading work that was turned in on time, so it might take a little longer to get back to late submissions).</i> <i>What to look for on your returned work: Written feedback (praise and suggestions) and a grade.</i> <i>Revision Opportunities: Students are invited to revise and resubmit graded work until the end of the unit within which the work was assigned.</i> <i>What to look for on your returned work:</i> Please view comments on formative work.



	<p><i>Revision Opportunities:</i> Students have three attempts to receive credit on homework assignments, and will be able to retake tests to prove proficiency.</p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Directions will be given in person and can be referenced on canvas on the home page</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: Keeping synergy and the home page calendar up-to-date so students will know exactly what was completed on days they miss.</p>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provide the following materials to students: Materials for class projects, labs, etc.
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ~writing utensil ~folder for notes and handouts ~chromebook and charger <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>Canvas lms.pps.net Formative formative.com Studentvue</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> • Canvas: https://lms.pps.net/login/ldap • StudentVue/ParentVue: https://parent-portland.cascadetech.org/portland/PXP2_Login.aspx

Section 7: Assessment of Progress and Achievement



<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Students will complete classwork in class. These are ungraded assignments where I can monitor students' performance as they progress through questions.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Students will projects and labs in class. They should not have homework if they use their class time well. Students can do corrections for learning target for which they were unable to show proficiency on projects.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will review project scores and work with me to identify holes in understanding before they complete corrections.

Section 8: Grades Progress Report Cards & Final Report Cards

<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy Studentvue or Parentvue access: https://parent-portland.cascadetech.org/portland/PXP2_Login.aspx
	I will update student grades at the following frequency: Weekly or as assignments are completed.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: P</i> <i>Meaning of the mark: Student has averaged above 60% proficiency on assignments.</i> <i>Mark: NP</i> <i>Meaning of the mark: Student has averaged below 60% proficiency on assignments.</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: A-F grading



	<p>A = above 89.5 % B = 79.5 - 89.4 % C = 69.5 - 79.4 % D = 59.5 - 69.4 %</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: A = Student has exceeded learning standards and can apply and explain understanding, cross-conceptually. B = Student has exceeded basic learning standards and can occasionally answer higher level reasoning questions. C = Student has shown minimal proficiency of understanding and is able to answer basic questions about content. D = Student has completed enough work to pass the course, but may be lacking understanding of content. F = Student has not completed enough work to pass the course, or has not shown proficiency of understanding</p>
Other Needed info (if applicable)	

