Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	NGSS Biology
Instructor Info	Name: Sahnzi Chow Moyers, PhD, MAT Contact Info: smoyers1@pps.net **I AM AVAILABLE TO MEET WITH STUDENT ON A DAY TUTORIALS IN ROOM S-221**
Grade Level(s)	Juniors (11th Graders)
Room # for class	Rooms: S-221 (Periods 1,2, & 7); S-234 (Period 3)
Credit	Type of credit: Science # of credits per semester: 0.5
Prerequisites (if applicable)	NGSS Physics, NGSS Chemistry
General Course Description	Welcome to NGSS Biology. This course covers the foundational principles of modern life science as outlined in the Next Generation Science Standards (NGSS). We will learn the content and applications of Biology by using science and engineering practices utilized by professionals in STEM fields. Students will work in small teams to complete ~three major investigations during the course, contributing data to ongoing research projects. Additionally, there will be a focus on how we can utilize the tools of biology to solve problems identified at the local level - from air pollution to climate change - and how those local solutions can contribute to global progress on such issues.

Section 2: Welcome Statement & Course Connections	
Personal Welcome	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. Biology is my life's passion, and I am very grateful to be sharing this experience of discovery and exploration with our classroom community! Please do not hesitate to reach out to me for any reason (smoyers1@pps.net).
Course Highlights (topics, themes, areas of study)	**Units of Study:** **Unit 1 -** Ecosystems & Biodiversity **Unit 2 -** Biomolecules **Unit 3 -** Cells to Organisms **Unit 4 -** Genomics **Unit 5 -** Evolution **Unit 6 -** Matter, Energy, & Climate Change
Course Connections to PPS ReImagined Vision	Relative to a biological lens and science literacy, 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	
Prioritized Standards	The following Next Generation Science Standards standards will be explored in the course: https://drive.google.com/file/d/1y-lzgNKvfESOqMg0LXkxML85kgvMDxKH/view?usp=sharing
PPS Graduate Portrait Connections	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: ● 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
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education: All modifications and accommodations outlined in the student's IEP, appropriate scaffolding and student choice, individualized supports* *504 Plans: All supports outlined in the student's 504 plan, appropriate scaffolding and student choice, individualized supports* *English Language Learners: access to teacher notes, appropriate scaffolding and language supports (e.g. glassaries etc.)* *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.*
Personalized Learning Graduation Requirements (as applicable in this course):	☐ Career Related Learning Experience (CRLE) #1 ☐ Career Related Learning Experience (CRLE) #2 *-The experience(s) will be:* ☐ Complete a resume ☐ Complete the My Plan Essay *NOT APPLICABLE TO THIS COURSE.*

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): • We form collaborative norms through the following process:

	a. Students reflect independently on their previous experiences in science education, what has worked well for them in the past, what has worked well, what supports they need from their teacher and community, etc. in a silent free write b. Students share what came up for them in a table discussion c. Students add their suggestions and responses to the following questions in a gallery walk ■ What do you need from this community for this to be a comfortable and positive learning experience? ■ What kinds of things can we do to support each other as learners? ■ How can we take care of this shared learning environment (classroom)? ■ How can Dr. Moyers support this community of learners? d. Student suggestions/needs from the gallery walk are discussed and distilled into our classroom norms and agreements
	I will display our Agreements in the following locations: Our Shared Agreements will be posted in the classroom as a poster, and on our Canvas homepage (for online access).
	My plan for ongoing feedback through year on their effectiveness is: I utilize multiple surveys throughout the year (formally at the end of each quarter and informally throughout the school year). I utilize this feedback to adjust our classroom policies and practices to reflect student and community needs.
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: ● Getting to know each student as an individual ● Providing many opportunities for students to incorporate their own strengths and interests in their coursework ● Facilitating regular community circles ● Utilizing regular Social Emotional Learning practices and activities in class
	Families can communicate what they know of their student's needs with me in the following ways: ● email me at smoyers1@pps.net ● I am also happy to set up a time to chat or meet in person or via a video chat

Empowering Students	I will celebrate student successes in the following ways: ● Being generous with student praise in person and written in response to student work ● Communicating with students' guardians/parents when students are finding success!
	I will solicit student feedback on my pedagogy, policies and practices by: ● Administering quarterly surveys on the course, my teaching, and our classroom policies and practices\ ● Soliciting informal feedback on a regular basis ● Making necessary adjustments based on survey responses and student feedback
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: 1. Reinforce the community norm or agreement verbally for the class as a whole via a community-wide reminder of our norms and agreements 2. Communicate with the student directly and privately with a reminder of our classroom norms and agreements, ask the student if they require any support from me regarding the norms and agreements 3. Conference with student and school support team / Level 1 Report documentation 4. Call or email home 5. If these steps do not resolve the problem, a conference with school administrator will be necessary / Level 2-3 Referral Regarding technology (e.g. cell phones), I follow the school policy as follows when students are not directly instructed to use their phone for a class-related activity: 1. First time the phone is out at an inappropriate time, the phone is collected and brought to the VP office. 2. Second time the phone is out at an inappropriate time, parents/guardians are called to pick up the phone. 3. Third time the phone is out at an inappropriate time, the student is banned from having their phone on campus.
Showcasing Student Assets 	I will provided opportunities for students to choose to share and showcase their work by: ● Regular informal presentations of their work (sharing a group slideshow etc.) ● Classroom gallery walks to view peers' projects ● Student work will be displayed in the classroom

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	This is a lab-based course and as such requires special attention to lab safety instructions and the proper use of materials. Relevant lab safety information will be communicated at the beginning of each lab. A lab safety agreement will be distributed to students and signed by students and guardians/parents before our first lab.
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: ● When class is in session, enter and/or exit the classroom in a way that respects our learning community: ○ Phones away ○ Avoid disrupting other classmates ○ Enter and find your seat as quickly/quietly as possible ○ Do not chat with other students as you enter or exit the classroom or talk over Dr. Moyers if she is giving instruction ● When exiting the classroom during class, check in with Dr. Moyers to obtain a hall pass AND sign yourself out. Sign yourself back in upon your return.
Submitting Work	I will collect work from students in the following way: ● Most assignments will be turned in digitally via Canvas and Google Classroom (accessed via Canvas) ● Paper assignments and physical projects will be turned in to Dr. Moyers in class
	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: 1. If the student is turning in a late assignment within the same unit, the student fills out a Late Assignment Submission Form (Link forthcoming). Late work is subject to point deductions. 2. If the student is attempting to demonstrate learning for an assignment that is past its final deadline (i.e. from a previous unit), the student will meet with Dr. Moyers and collaborate in forming a plan for alternate assessment.
Returning Your Work	My plan to return student work is the following: *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).* *What to look for on your returned work: Written feedback (praise and suggestions) and a grade.* *Revision Opportunities: Students are invited to revise and resubmit graded work until the end of the unit within which the work was assigned.*

Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found in the description/instructions for each assignment. I usually include examples for assignments as well.
Attendance	If a student is absent, I can help them get caught up by: Directing them to Canvas to review each missed lesson's agenda, slides, materials, and assignments. Once a student has consulted Canvas, I am happy to provide clarification on assignments or answer any lingering questions. **However, the student is primarily responsible for their learning and getting caught up when they miss class/instruction.**

Section 6: Course Resources & Materials

Materials Provided	I will provide the following materials to students: Materials for class projects, labs, etc.
Materials Needed	Please have the following materials for this course: ● Chromebook and charger ● Lab notebook (composition notebook or spiral notebook to take notes in; *recommended not required*) ● Writing implements (pencils and/or pens) ● Binder to organize handouts throughout this cumulative course (*recommended not required*) *Franklin and/or Dr. Moyers 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.*
Course Resources	Here is a link to resources that are helpful to students during this course: ● Canvas: https://lms.pps.net/login/ldap ● StudentVue/ParentVue: https://parent-portland.cascadetech.org/portland/PXP2_Login.aspx
Empowering Families	The following are resources available for families to assist and support students through the course: ● 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

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways:

Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities:
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: ● Students will be provided many formal (surveys) and informal (classroom discussions and exit tickets) opportunities for feedback regarding assignments. ● Students will be given choice where possible when choosing topics for projects (e.g. choosing an organism or ecosystem they are interested in when modeling food webs or ecosystems) ● Students will be given choice in assessment format/medium where possible (e.g. students can create a poster, comic, essay, video, 3D model, etc. of biological processes)

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: ● StudentVue/ParentVue: https://parent-portland.cascadetech.org/portland/PXP2_Login.aspx
	I will update student grades at the following frequency: ● Up to one week after major assignments are turned in
Progress Reports	I will communicate the following marks on a progress report: *Mark: A-D grades* *Meaning of the mark: The student is currently passing the class and their graded work reflects the letter grade given to the student based on the grading scale below. If the student continues to perform at this level, they are on track to receive this grade for the Quarter or Semester.* *Mark: NP* *Meaning of the mark: The student is not currently passing the course and is not on track to receive credit for this required course.* *Mark: NG* *Meaning of the mark: The student is new to the class and does not yet have any graded work or enough graded work to assess which letter grade the student is on track to earn credit for the course.*

Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: **Grading Scale** • A (90-100%) • B (80-89%) • C (70-79%) • D (60-69%) • F (50% and below) We will be focusing on developing four focal skills in this class. Each assignment will work toward one or more of these skills which are weighted as follows: • Design (~25% of your grade): I can set up experiments and engineer designs • Explain (~25% of your grade): I can explain scientific concepts • Analyze (~25% of your grade): I can analyze data and argue from evidence • Reflect (~25% of your grade): I can reflect on science's impact on society
	I use this system for the following reasons/each of these grade marks mean the following: • This is a standard grading scheme that students and families find easy to understand • A (90-100%) = Exceptional quality of work, understanding of content, and demonstration of skills • B (80-89%) = Good quality of work, understanding of content, and demonstration of skills • C (70-79%) = Inconsistent quality of work, understanding of content, and demonstration of skills • D (60-69%) = Developing quality of work, understanding of content, and demonstration of skills • F (59% and below) = The student has not demonstrated an understanding of course content or mastery of relevant scientific skills