

The Cell Cycle  
**SY 2025-2026 Syllabus & Class Procedures**  
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**COURSE DESCRIPTION:** The Cell Cycle is the third course in a 3 course sequence to prepare you to graduate college and career ready. The Cell Cycle will use the [CTE Model Curriculum Standards](#) as well as the [California Next Generation Science Standards](#) (NGSS). The course is centered on questions about observations of a specific phenomenon. Different phenomena require different amounts of classroom investigative time to explore and understand, so each topic will take a different portion of the year. Students also focus on one or two [Crosscutting Concepts](#) (CCCs) as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

Topics to be covered include:

- The many facets and faces of cancer
- Fundamentals of Cancer
- Genes, Bioinformatics and Genetic Testing
- Clinical Trials
- Acting on Information about Cancer
- Being Mortal
- The Cell Cycle
- Research and Treatment
- Evaluating Claims

**TEXTBOOK:**

- Medical Terminology A Short Course 9th edition

**MATERIALS FOR LEARNING:**

- **School-issued or personal computer:** You will have access to a school-issued laptop, and it needs to be charged and with you each day. [Tech Request \(including wifi at home\)](#)
- **Access to your LAUSD email account:** If you need to reset your password, [click here](#).
- **Lab Notebook** (one will be provided for you)
- **Student Planner** (you will be issued a planner). You must take it to school every day. You will use it as a hall pass and you are responsible for keeping track of all assignments/deadlines in this planner.
- ***I will also have these in class for you: colored pencils, markers, highlighters, and rulers.***

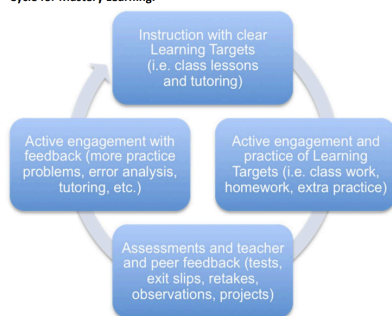
**CALENDAR:** The calendar will be posted on schoology. It is your responsibility to monitor the calendar to know about grading period windows, exams and events.

**RESOURCES & SUPPORT:**

- **Schoology:** Students and parents can stay up to date with student grades and performance in schoology. **Parents can sign up on the Parent Portal**, [here](#).
- **Conferences:** To book a conference, please email or schoology message Ms. Toruno.
- **LAUSD email:** This email will also be used to access all Google platforms. **Parent instructions on how to access this can be found** [here](#).
- **LAUSD Family & Student Handbook:** [English](#) | [Espanol](#)

**HOW WILL I BE ASSESSED?** **Equitable Learning & Grading**

Cycle for Mastery Learning:



Grades will not be based on points, percentages or averages, but will be based on the level of Mastery of learning targets. Students will have time and multiple opportunities to demonstrate proficiency of the learning targets. Focus on showing improvement and heading towards proficiency. Students will be provided with regular feedback, so **make sure you read it** to better understand how you can continue to improve on a learning target and move toward proficiency. Students will be continuously checked for understanding and will be provided feedback based on rubrics and scoring guides, so that students will know what, why, and how to move towards proficiency of the learning targets.

### Learning Targets:

1. **Developing and using models:** I can use, make, and revise models to show relationships among variables between systems and their components.
2. **Planning and carrying out investigations:** I can plan and carry out investigations to gather and provide evidence to test and/or support a model or design.
3. **Analyzing and interpreting data:** I can conduct detailed statistical analysis of data, compare data sets for consistency, and use models to generate and analyze data.
4. **Constructing explanations and designing solutions:** I can construct explanations and design solutions that are supported by multiple and independent sources of evidence that I generate that are consistent with scientific ideas, principles, and theories.
5. **Obtaining, evaluating, and communicating information:** I can obtain, evaluate, and communicate information for validity and reliability of the claims, methods, and designs.
6. **Job Readiness:** I can demonstrate job readiness skills such as punctuality, appropriate dress and behavior for the workplace, and obtaining professional certifications.

| Instead of doing this...                                   | Equitable Learning and Grading does this...                                                                                                                                                                                                                                                          |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Counting homework or classwork as part of the grade</i> | Assigns work for you to practice, so that you can show the skills that you learned on a test or other assessment, not just to “get points you need for a grade”. Work is recorded in Schoology to hold students accountable timelines that support proficiency, and to determine Work Habits scores. |
| <i>Averaging grades</i>                                    | Gives you the scores you achieve by the end of the semester without penalizing you for needing time to learn mastery. This method “looks at the body of evidence” from all of your learning target assessment attempts.                                                                              |
| <i>Offering extra credit assignments</i>                   | Offers you multiple opportunities to master what you haven’t learned yet and to take another or different type of assessment.                                                                                                                                                                        |

|                                                                                                    |                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Losing credit for late or incomplete assessments.</i>                                           | Assessments are graded on a rubric. All work shown and types of errors are considered, and the overall score is given of a 4-3-2-1-0. (see below)                                                                        |
| <i>Getting extra credit because you are well-behaved in class (or losing credit if you don't!)</i> | No "Class Participation" grade ever goes into determining your academic grade. Students are held responsible for the way they behave in class through contact with parents and their Cooperation and Work Habits grades. |

| EQUITABLE GRADING RUBRIC |                                                                                                                                                                                                                                             |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ASSESSMENT LEVEL         | DESCRIPTION                                                                                                                                                                                                                                 |
| <b>4= Exemplary</b>      | I can demonstrate a thorough understanding of the learning target, and I can apply this learning target in additional contexts. No revisions needed.                                                                                        |
| <b>3= Proficient</b>     | I can demonstrate an understanding of the learning target, but I may make a few minor errors. Minor revisions are needed.                                                                                                                   |
| <b>2= Progressing</b>    | I can 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 proficiency. Revisions needed. |
| <b>1= Emerging</b>       | I can demonstrate minimal understanding of the learning target, and I need additional instructional support or reteaching before making major revisions.                                                                                    |
| <b>0= Not Yet</b>        | I did not submit any work to be accurately assessed. <u>*If not completed by the due date, students will see a "missing" or "incomplete" listed in the schoology gradebook.</u>                                                             |

**ACADEMIC MARKS** Grades will emphasize the consistency of the student's mastery level of the learning targets throughout the whole semester, and one of the student's most recent performances. For example:

|      | Assignment 1 | Assignment 2 | Assignment 3 | Assignment 4 | Final LT Score<br>(most consistent and recent score) |
|------|--------------|--------------|--------------|--------------|------------------------------------------------------|
| LT 1 | 2            | 3            | 4            | 4            | 4                                                    |
| LT 2 | 2            | 1            | 3            | 3            | 3                                                    |

| Final Grades |             |
|--------------|-------------|
| Letter Grade | Description |

|          |                                                                                                                                                      |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | I have demonstrated exemplary (4) in most of the learning targets and have not earned anything lower than a 3. <b>Mostly 4's. Nothing below a 3.</b> |
| <b>B</b> | I am proficient (3) in most of the learning targets and am progressing (2) in the other targets. <b>Mostly 3's. Nothing below a 2.</b>               |
| <b>C</b> | I have demonstrated that I am at least progressing (2) in all of the learning targets. <b>Mostly 2's. No 1's or 0's.</b>                             |
| <b>D</b> | I have earned at least a 1 in all the learning targets. <b>Mostly 1's. No 0's.</b>                                                                   |
| <b>F</b> | I have not yet demonstrated understanding (1), and have limited or no attempts. <b>Mostly 1's and 0's.</b>                                           |

#### BEHAVIORAL MARKS

| Mark                      | Work Habits                                                                                                                                                                                                                     | Cooperation                                                                                                                                              |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Excellent (E)</b>      | Complete assignments consistently, actively participates, places effort into work, and works towards mastery of learning targets. Works well in groups and individually. Exhibits a growth mindset.                             | Follows all classroom expectations and demonstrates respect, responsibility, and safety for oneself and others in the class.                             |
| <b>Satisfactory (S)</b>   | Completes assignments, participates some of the time, places some effort into work, and works towards mastery of learning targets. Usually works well in groups and individually. Exhibits some growth mindset characteristics. | Follows most classroom expectations most of the time and generally demonstrates respect, responsibility, and safety for oneself and others in the class. |
| <b>Unsatisfactory (U)</b> | Complete assignments inconsistently, does not participate appropriately, and does not work towards mastery of learning targets. Does not work well in groups or individually. Does not Exhibit a growth mindset.                | Does not follow classroom expectations and/or demonstrate respect, responsibility, or safety for oneself and others in the class.                        |

#### DIGITAL CITIZENSHIP

Students and teachers are expected to respect all school provided devices and applications, and will be held accountable in upholding the [Responsible Use Policy for District Computer and Network Systems](#), [Social Media Policy for Students](#), and the [Policy Regarding Internet Safety for Students](#).

- Will practice positive digital citizenship, including appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications.
- Will be honest on all digital communications.

- Will not share personal information about themselves or others, including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals like pictures, videos, or drawings.
- Will be aware of privacy settings on apps and sites they visit.
- Will not share any school or district username or password with anyone or directly or indirectly allow another person to use them.
- Will log out of unattended equipment and accounts in order to maintain privacy and security.
- Will use school appropriate language in all electronic communications, including email, social media posts, audio recordings, video conferencing, and artistic work.
- Will not seek out, display, or circulate material that is hate speech, sexually explicit, or violent.
- Will not send and/or distribute hateful, discriminatory, or harassing digital communication, or engage in sexting.

## BEHAVIOR EXPECTATIONS

Our class is a safe and positive environment for all individuals to learn and explore new ideas. To make this happen, students are expected to follow class expectations:

- **Respect each other.** Listen to what others have to say, raise your hand to contribute to a conversation, and don't interrupt others as they are speaking.
- **Use your time efficiently.** Be on time, have all needed materials, and regularly submit and check assignments by the posted due date.
- **Learn from your mistakes.** Approach each day with an open mind, be ready to learn something new, and don't be afraid to ask for help. We often need to make mistakes to grow and learn from them.
- **Ask questions.** There is no such thing as a stupid question. Please do not hesitate to participate just because you are afraid to make a mistake. Your thoughts and perspective are important.

**ATTENDANCE/ABSENCES:** Build a habit of getting to class a few minutes early so you can plan for any technical issues, and ask any questions you have. If you are absent, you are still responsible for what went on in class. Check with your classmates for updates and communicate with me if you have questions. If you know you are going to be absent let me know ahead of time so I can help you out. The more you communicate with me the more I can help you.

**TURNING IN ASSIGNMENTS:** Assignments will be due by the date and time posted online. It is the student's responsibility to stay up to date with all assignments and communicate with the teacher to make up for an absent or late assignment. Use your planner or calendar to keep track of due dates. **No late work will be accepted.** Due dates are meant to help you learn and give you opportunities to learn from mistakes.

**PLAGIARISM & CHEATING** of any kind will not be tolerated and will result in an automatic zero for the assignment along with parent notification. Plagiarism includes, but is not limited to, copying other student work and copying from the internet or other resources. This includes ChatGPT and other AI tools. Additional action will follow the guidelines set forth by Foshay Learning Center.

**How do my parents/guardians check my grade?** Sign up for the Parent Portal on Schoology, [here](#).

## **Health Academy Requirements:**

### Community Service:

LAUSD requires a minimum of 60 hours of community service for graduation. Members of the Health Careers Academy are strongly encouraged to complete at least 150 hours. If you complete 150+ you will receive special recognition your senior year.

In order to stay on track to complete the minimum requirement of 60 hours of community service, aim to complete 10 hours per semester. Remember community service must be unpaid volunteer work and cannot be completed during class time. Your work must benefit the community. You must accurately track your hours and have proof of completion for the hours to count towards the requirement (e.g. timesheets, written verification from supervisor, etc.)

### Community Partners:

In addition to community service hours, you will also be required to participate in a minimum of 20 hours of “community partner” activities by the end of your senior year. This averages out to 5 hours per semester. Community partners are organizations or individuals who provide extra curricular opportunities such as educational workshops, mentoring, internships, classes, etc. Examples of community partner activities include: Scholars Leading Scholars, USC’s Neurocamp, Medical or Dental Assistant courses, etc. If you are not sure if an activity counts, ask me!

\*If you complete Medical Assistant, Dental Assistant or CNA courses and successfully obtain a certificate, you will meet the requirements of Community Service AND community partners hours.

### Service Learning:

You will need to complete your service learning requirement your junior year. Service learning is a graduation requirement. You will have the opportunity to work with your classmates to plan, organize, and run a blood drive with the American Red Cross in order to fulfill this requirement. If you are unable to participate in the blood drive, you will need to make alternative arrangements to complete a service learning project. See me early in the semester for approval for an alternative project if you are unable to participate in the blood drive.

### Professionalism:

You are expected to behave in a professional manner. This includes treating everyone with respect, dressing and grooming appropriately for a job in healthcare, and seeking out opportunities for growth and networking. You will have many opportunities to demonstrate professionalism such as wearing scrubs and/or professional attire (business or business casual) on Tuesdays, joining and participating in HOSA, creating and/or updating your digital portfolio, as well as applying to or participating in internships.

**STUDENTS:** Once you have read this document sign the syllabus acknowledgement form (on schoology) and submit to Ms. Toruno.

**PARENT/GUARDIAN:** Once you and your student have reviewed, please sign the syllabus acknowledgement form and have your student submit to Ms. Toruno.