

**ADLAI E. STEVENSON HIGH SCHOOL
COURSE DESCRIPTION**

SCI 11A1 / SCI 11A2 - ACCELERATED BIOLOGY

COURSE DESCRIPTION

This course is organized into integrated units driven by an anchoring phenomena. The content of this course includes: energy, genetics and heredity, macromolecules, group behavior, evolution, ecology, homeostasis in the environment, homeostasis and diffusion within the body, human impacts, protein synthesis, mutations, cell cycle, and DNA. Students will work collaboratively and improve their ability to test experimental questions, obtain and communicate data, develop and use models, and construct explanations using evidence.

COURSE SKILLS

The learning in this course is organized around the skills of Investigation and Sensemaking. Each subskill is aligned with the NGSS Science and Engineering Practices (SEPs).

SEP3: Planning & Carrying Out Investigations	SEP2: Developing & Using Models	SEP6: Constructing Explanations	SEP8: Obtaining, Evaluating, and Communicating Information
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PROFICIENCY SCALE

The following scale will be used to communicate student progress in each skill.

4	3	2	1	M
Exceeding	Meeting	Approaching	Developing	Missing Evidence (hasn't completed yet)

PERFORMANCE ASSESSMENTS

Feedback on learning is provided through informal and formal assessments. This can occur through in-class work, formative events, laboratory activities, mid-unit, end of unit, and an end of course summative assessment.

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will need to:

1. Participate in class activities (take notes, contribute to a collaborative learning environment, complete in class tasks, ask questions, etc.)
2. Complete assigned homework in order to practice and improve learning.
3. Use formative assessments to track learning progress.
4. Identify strengths and weaknesses with the course content through self evaluations and co-constructed feedback. Complete additional practice in activities when necessary.
5. Complete all assessments, final unit assessment and retakes at end of semester.
6. Create and follow through on a plan of improvement for skills that do not "meet" expectations.

SPECIFIC COURSE TOPICS OF STUDY

SCI 111	UNIT 1-2: Scientific Method & Feeding Niche UNIT 3: Lion Storyline UNIT 4-5: Elephant Storyline UNIT 6-7: Sea Otter Storyline
SCI 112	UNIT 8-9-10: Melanin Storyline UNIT 11: Disease Storyline UNIT 12: Human Impacts Storyline UNIT 13-14: Interacting Systems Storyline

LEARNING RESOURCES

Check Progress	Interactive Report Card (irc.d125.org)
Teacher specific resources	Access via each student's person @d125 Google account: Canvas and/or Google Classroom
Extra Help	Students are encouraged to reach out to their teacher to set up an appointment or visit the science tutors in the ILC/ELC.

MAKEUP POLICY

Students need to complete missed assessments. Incomplete assessments result in a lack of evidence of student understanding and may cause a student to fail.

GRADE DETERMINATION

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each skill, overall trend towards proficiency in each skill, and the *predicted* semester letter grade.

Semester Letter Grade	
A	Proficiency level of Meets or Exceeds for each of the skills
B	Proficiency level of Approaching for any skill and Meets or Exceeds in the remaining skills
C	Proficiency level of Approaching for two or more skills OR Proficiency level of Developing for one skill with proficiency level of Meets or Exceeds for all other skills
D	Proficiency level of Developing for one skill with a proficiency level of Approaching for one or more remaining skills
F	Proficiency level of Developing in two or more skills
Important Notes: - The semester letter grade will be informed by the student's proficiency levels over the semester-long body of work with consideration to recency / growth over time. - If a student has missing evidence (M), then the student runs the risk of failing the course. In these cases, there may not be enough evidence to determine proficiency or a course grade.	

PROFICIENCY SCALES

Students will be given feedback on their level of proficiency towards mastery in each skill using the gradations below. All success criteria for each skill can be found on teacher websites and/or handed out with each unit.

SEP3: Planning & Carrying Out Investigations

Exceeding	Meeting	Approaching	Developing
I can plan and carry out investigations using all success criteria in unfamiliar contexts AND/OR making connections to related science concepts	I can plan and carry out investigations using all success criteria in familiar contexts	I can plan and carry out investigations using some success criteria in familiar contexts	I can plan and carry out investigations in familiar contexts with support

SEP2: Developing & Using Models

Exceeding	Meeting	Approaching	Developing
I can develop and use models using all success criteria in unfamiliar contexts AND/OR making connections to related science concepts	I can develop and use models using all success criteria in familiar contexts	I can develop and use models using some success criteria in familiar contexts.	I can develop and use models in familiar contexts with support

SEP6: Constructing Explanations

Exceeding	Meeting	Approaching	Developing
I can construct an explanation for a scientific phenomenon using all success criteria in unfamiliar contexts AND/OR making connections to related science concepts	I can construct an explanation for a scientific phenomenon using all success criteria in familiar contexts	I can construct an explanation for a scientific phenomenon using some success criteria in familiar contexts	I can construct an explanation for a scientific phenomenon in familiar contexts with support

SEP8: Obtaining, Evaluating and Communicating Information

Exceeding	Meeting	Approaching	Developing
I can obtain, evaluate and communicate information using all success criteria in unfamiliar contexts AND/OR making connections to related science concepts	I can obtain, evaluate and communicate information using all success criteria in familiar contexts	I can obtain, evaluate and communicate information using some success criteria in familiar contexts	I can obtain, evaluate and communicate information in familiar contexts with support