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| Syllabus Outline for an Online Unit of Instruction |
| **Template** | **Self-Check** |
| Course Information | Welcome to Mrs. Crosby’s 9th Grade Biology class! This class will be taught in a blended format, meaning that you as a student will be interacting with me both online and face-to-face. I make use of both [Edmodo](https://www.edmodo.com/) and my own personal class website, <http://lchs9crosbybiology.weebly.com/>. Your Edmodo class code is \*\*\*\*\*\*\*. Please be sure to create your account as soon as possible so that you can get updates on what’s coming up!Each student in class will be issued a Holt, Rinehart, and Winston *Modern Biology* textbook to be returned at the end of the year, which is pictured below. Please be sure you act responsibly with the textbook or you will be asked to replace it. You will use it often in preparation for class activities and discussions.modern%20biologyOur class time (8:05 AM – 8:56 AM, Monday through Friday) is designed to promote face-to-face interaction between the teacher and the student and between peers. In addition, I will hold virtual office hours every Tuesday from 8 – 9 PM via [Google+ Hangout](https://www.google.com/%2B/learnmore/hangouts/). However, please know that I am also available outside of class via email (crosbyna@lee.k12.ga.us) or through Edmodo. | Did you include course title, instructor information, grade level, subject area, office hours and required textbooks or resources? |
| Expected Student Audience | My students are 14 -16 year old 9th grade students who reside in Lee County, Georgia and the surrounding area. All students have completed middle school coursework in math, science, and ELA as measured by the CRCT assessment to promote success in this course.  | Is the expected student audience described? (Are your students in the USA?) |
| Teacher Communication | As stated above, if you need me outside of regular class time or outside of office hours, please feel free to email me at crosbyna@lee.k12.ga.us or through Edmodo. All communications will be answered within one weekday but if you have a quick question that needs a quick response, use Edmodo. | Did you provide at least two forms of communication are included in the syllabus? |
| Course Description | In this course, students will learn the fundamental principles of life processes as described the [NGSS High School Life Science Standards.](http://www.nextgenscience.org/sites/ngss/files/HS%20LS%20topics%20combined%206.13.13.pdf) We will cover the principles of scientific investigation, basic biochemistry, cell parts and processes, genetics, classification of organisms, and ecology. In this blended learning unit, we will specifically be focusing on standards HS-LS3-1. Topics to be covered are: DNA, Cell Division, and Protein Synthesis. | Does this clearly identify the broad goals or topics to be covered? Does it outline the general topics, concepts and skills to be covered? |
| Learning Outcomes | Students will know:* The structure of DNA lends itself to be replicated, repaired and copied exactly.
* Genes are regions in the DNA that contain the instructions that code for the formation of proteins.
* The structure of DNA molecules leads to their ability to make copies of themselves (replication).
* All cells in an organism have the same DNA but the genes used (expressed) by the cell may be regulated in different ways.
* Not all DNA segments code for proteins, but may instead be involved in regulatory or structural functions.
* Name and describe the major events of the cell cycle, including the parts of interphase, mitosis and cytokinesis and meiosis.
* Mutations are changes in the DNA sequence and are a source of genetic variation.
* DNA molecules from individuals can be isolated and examined for a variety of purposes including paternity testing, identity verification, crime scene analysis, disease-risk analysis, gene therapy, and genetic engineering.
* DNA is the code for life via the blueprints for making proteins through an intermediary RNA.
* Protein synthesis is a process which DNA is transcribed to RNA and then proteins are created via translation.

Students will be able to: * Summarize the events of DNA replication.
* Compare and contrast Mitosis and Meiosis
* Identify various types of mutations based on evidence: deletions, insertions, etc.
* Compare and contrast the structures and functions of DNA, RNA and Proteins; describe the general role of DNA and RNA in protein synthesis.
* “Decode” a sample DNA base sequence through RNA and using codons create a polypeptide sequence.
 | Are these measurable and/or observable? Do they describe what students must know and be able to do? Do they involve some cognitive challenge and active learning? |
| Topics by Week | Week 1: DNA Discovery, Structure and FunctionWeek 2: DNA Replication, Chromosomal StructureWeek 3: Cell Division and MutationsWeek 4: DNA TechnologyWeek 5: DNA Technology ProjectWeek 6: Transcription and TranslationWeek 7: Controls of Gene ExpressionWeek 8: Gene Expression and Disease | Did you list the topics to be covered each week? |
| Expectations of Student Participation | Students are expected to:1. Watch the lecture videos and complete the review assignments **prior** to coming to class.
2. Participate in class discussions, activities, and labs.
3. Complete the assigned interactive modules and respond to the online quizzes (links to modules and quizzes are available on Edmodo).
4. Complete the weekly vocabulary discovery activity on [Quizlet](http://quizlet.com/).
5. Respond to the weekly discussion prompt in their blog (by Wednesday) and respond to one peer each week (by Friday).
6. Join at least two Google+ Hangout sessions.
7. Upload all required assignments to the Edmodo Dropbox on time.
 | Did you outline class participation with descriptions of how it is measured (expectations for discussion forums, number and frequency of logins, amount of time in online class, group project participation, synchronous sessions, etc.)? |
| Student Communication Expectations | Students are expected to:1. Treat others and themselves with respect at all times when communicating with peers and the teacher.
2. Respect the privacy of themselves and others when creating blog responses to discussion questions.
3. Respond promptly to peers and the teacher.
4. Be sure to check for errors prior to posting.
 | Did you describe the expectations for student behavior when communicating online? |
| Late Work Policy | Late work is not accepted unless prior approval has been granted. Please email me with concerns regarding extenuating circumstances.  | Did you explain the consequences for not submitting assignments on time? |
| Grading Policy | All assignments are weighted equally and are worth 100 points. This includes daily assignments, labs, vocabulary activities, quizzes, blog posts, tests, projects, and participation (which includes in-class participation and Google+ Hangout participation)The cumulative grading scale for Lee County 9th Grade Campus is as follows:90% - 100% : A80% - 89% : B70% - 79% : C69% and below: F | Is a grading policy defined with point distribution or weighting scheme? Is the grading scale is included? |
| Assessments | * Interactive Module Quizzes – Each week you will be assigned three interactive modules and then complete an Edmodo quiz for each one. Modules can be found on both the class website and Edmodo; quizzes are available on Edmodo.
* Labs – Each week you will participate in a lab. Lab points will be earned through completing the pre-lab readings and videos, taking the pre-lab assessment, lab participation, data collection, and post-lab discussion.
* Quizlet – Each week you will be expected to complete a vocabulary assignment on Quizlet (these range from creating your own flash cards to completing vocabulary quizzes online).
* Blog Discussion Posts – Every Monday you will be given a discussion prompt to which you will reply by Wednesday. All references must be cited or directly linked to your blogs. You must also promote class discussion by replying **at a minimum** of one classmate.
* Project – In this module, you will be researching an area of DNA Technology of your choice and prepare a presentation with the media of your choice to share with your class (i.e. Prezi, iMovie, PowToon, Google Slides, etc). When completed, these will be submitted to the dropbox on Edmodo and then posted on the class website.
* Class Participation - You will be expected to complete class readings and view videos prior to class discussions. Your participation will result in a grade. In addition you must attend at least 2 Google+ Hangout sessions.
* Unit Test – At the end of the unit, there will be a unit test covering all content.

Grading criteria are as follows:* Quizzes – graded automatically
* Labs – pre-lab quizzes graded automatically
* Quizlet – vocabulary checklist available on class website
* Blog Discussion Posts – rubric available on class website
* Project – rubric, information sheets, and project checklist on class website
* Class Participation – checklist available on class website
* Unit Test – combination of automatic grading and teacher grading
 | Area a variety of assessment types included? Is at least one assessment requiring either applying, analyzing, evaluating, or creating? |
| Academic Honesty | The following is an excerpt from the [LCHS 9th Grade Campus Student Handbook](http://www.lee.k12.ga.us/lchs9/handbook.pdf): *“Students must demonstrate honesty and ethical choices when fulfilling academic obligations. The LCHS 9th Grade Campus Plagiarism Policy, which students and parents receive at the beginning of each school year, is intended to make students and parents aware of the need to insure the academic integrity of each student’s work. Student and parents are required to acknowledge receipt and understanding of the LCHS Plagiarism Policy with their signatures.* *Consequences for Violations of the LCHS – 9th Grade Campus Plagiarism Policy* * *Direct copying of another student’s work, an electronic text, or any print text and the submission of another person’s work as one’s own is a violation of the LCHS Plagiarism Policy and will result in a grade of 0 for the assignment.*
* *Any student who allows his work to be copied by another student is guilty of violating the LCHS Plagiarism Policy.*
* *Failure to provide accurate documentation of source material in a paper, speech, project, or presentation is a violation of the LCHS Plagiarism policy and may result in a failing grade for the assignment.*
* *Both intentional and unintentional plagiarisms are violations of the LCHS Plagiarism Policy.*
* *Any student guilty of intentional plagiarism may be disqualified from receiving Honor Graduate distinction, Senior Superlative honors, or membership in any school honor society, as well as disqualified from holding a class or school-wide office or participating in any co-curricular activities.”*
 | Do conduct and academic honesty requirements clearly explain the policy on cheating and plagiarism. Are consequences for inappropriate behavior included? |
| Acceptable Use Policy | Acceptable Use Policies for LCHS 9th Grade Campus are also found in the [LCHS 9th Grade Student Handbook](http://www.lee.k12.ga.us/lchs9/handbook.pdf). Key points from the handbook are outlined below.1. LCHS 9th Grade Campus provides internet access to faculty, staff, and students. This is a privilege, not a right and this privilege may be revoked if at any time the student is misusing the internet.
2. Internet use must support educational objectives and must be in support of education and research.
3. Some actions that violate the Acceptable Use Policy (and these are just a few):
* Using impolite, objectionable, or abusive language
* Changing files that do not belong to the user
* Submitting materials copied from the internet as one’s work
1. Misuse of the internet will result in loss of privileges and disciplinary action.
 | Is the Acceptable Use Policy (AUP) described or linked? Are consequences for noncompliance described? |
| Student Right to Privacy | It is of utmost importance for us to protect our students’ right to privacy. At LCHS 9th Grade Campus we follow the rules for student privacy created by the Family Educational Rights and Privacy Act (FERPA) which can be reviewed at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. Lee County maintains a strong conviction to protect student privacy:1. Parents and students have a right to review student education records.
2. If records are inaccurate, students and parents reserve the right to have them corrected.
3. Written permission must be obtained for records to be released from the school.
4. Schools may disclose certain information for directory purposes, including name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.
 | Did you include the conditions for sharing or not sharing student information? |
| Technology Requirements | Students are required to have the following:* Laptop or desktop computer with a webcam and internet connection (at home)
* Handheld device (tablet or smart phone) with a camera for still images and video (in class)
* Headphones
* Ability to download free apps (Edmodo and Kidblog, among others)

Please feel free to contact Mrs. Crosby or Mrs. Marjett Cabatit (IT Specialist: 229-869-5423) with troubleshooting or technical problems. | Do the technology requirements outline technical specifications for student computers? Did you describe the procedures to follow when technical problems occur? |
| Copyright Statement | This course and course content is managed by Mrs. Natalie Crosby but owned by Lee County School System (with the exception of all digital resources and the textbook). The content cannot be copied, edited, or redistributed for any purposes and any questions about course content can be forwarded to crosbyna@lee.k12.ga.us . | Did you provide a copyright statement and disclaimer that identifies the owner of the course? |
| Students with Disabilities | Lee County Schools have a responsibility to serve students with disabilities under the Individuals with Disabilities Act (IDEA). These students are located, identified, and evaluated and are provided with services needed to ensure that child’s needs are met. Teachers, administrators, and special education team members work together to ensure that every student’s needs are met. If you have any questions regarding this, please contact Mrs. Natalie Crosby, Mrs. Anita Smith (Assistant Principal), or Mrs. Twila Mathews (Special Education Director). | Did you indicate your willingness to provide reasonable accommodations to a student with a disability? |

\*This document pairs with *Designing a Syllabus for an Online Unit of Instruction (Peer Evaluation Checklist) by Lokey-Vega (2014).*