Cosby High School

Biology II Syllabus

Part 1: Course Information

Instructor Information

Instructor: Meredith Ivy Bell
School Telephone: (423) 487-5602
E-mail: bellm@cocke.k12.tn.us

Course Description

The academic standards for high school Biology II are built on the foundation provided by Biology I (a prerequisite course) and are research-based, supported by the National Research Council's Framework for K-12 Science Education. Biology II provides students with the opportunity to focus on a particular aspect of life science in more detail while continuing to provide knowledge that is rooted in the same crosscutting concepts and practices utilized throughout all of the sciences. The academic standards for Biology II focus on organism classification and evolution with in depth analysis of plants and animals.

Students are required to use mathematics in the collection, presentation, and analysis of data, and computational thinking is employed for complex data sets and simulation models. Students are also required to obtain information from reliable sources, evaluate information, and construct evidenced-based arguments. We will incorporate science and engineering practices and crosscutting concepts into everyday skills and learning.

Collaboration and individual effort will be required. Students will be expected to work hard during class and outside of class. Students should take full advantage of their school educational time and should work to manage their time efficiently outside of school. Please reach out to me, so I can best help you. **I am always here to help, all you have to do is ask.**

Textbook & Course Materials

- Provided online access through Clever - SAVVAS

- A folder, binder, or notebook is required. If you need one, I will provide one for you.

Biology II Syllabus

Part 2: Student Learning Outcomes

Students should pay close attention to the deadlines. Under each topic on google classroom see the readings, slides, resources, activities, and assignments.

Throughout the course, students will engage in labs, collaborative investigations, and real-world problem-solving exercises that promote critical thinking and prepare them for the final, which accounts for 15% of the final grade. Each block will challenge students to think critically. Emphasis is placed on inquiry-based learning, data analysis, modeling, and scientific reasoning aligned with the 2025 Tennessee Biology Standards. Science is a set of practices that use analysis and argumentation to establish, extend, and refine knowledge

Curricular Competencies

Biology II (BIO2)	
Life Sciences (LS)	Engineering, Technology, and Applications of Science (ETS)
From Molecules to Organisms: Structure and Process	Engineering Design
Ecosystems: Interactions, Energy, and Dynamics	Links Among Engineering, Technology, Science, and Society (ETS) • Microscope • Biotechnology support of the theory of evolution Engineering and technology applications using living organisms
Heredity: Inheritance and Variation of Traits	Applications of Science
Biological Change: Unity and Diversity • History and classification of life • Plant structure, function, classification, and evolution • Animal structure, function, classification, and evolution • Animal social interactions and group behaviors	

Science and Engineering Practices (SEPs)

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out controlled investigations
4. Analyzing and interpreting data
5. Using mathematics and computations thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts (CCCs)

1. Pattern
2. Cause & Effect
3. Scale, Proportion, & Quantity
4. Systems & System Models
5. Energy & Matter
6. Structure & Function
7. Stability & Change

For more information on TDOE Science Documents please see the following links.

- TN Science Standards Implementation Guide (old)
- TN Science Standards Reference (old)
- Tennessee Academic Standards for Science (new)
- EOC Assessment Blueprint
- TN Department of Education: Assessment Development - LiveBinder
- Instructional focus document

Biology II Syllabus

Part 3: Grading Policy

Late Work Policy

Be sure to pay close attention to deadlines. Make up work will be accepted with a deduction, until each $4\frac{1}{2}$ week grading period ends for standard classes. Late work will not be accepted for honors classes. Extensions will be provided as long as the student has reached out before the due date and developed a make up plan approved by the instructor. Otherwise, no make up assignments or quizzes, or late work accepted after each grading period without a serious and compelling reason and instructor approval. Students must keep up with their assignments as this will help prepare for exams and may be a part of the student's notebook. There *will not* be an opportunity to submit late work at the end of the course.

Viewing Grades in ASPEN

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points. Grades are updated weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course. Check your grades regularly. Report Cards will be issued twice a semester – 9th and 18th weeks. Progress reports will be issued twice a semester – 4½ and 13½ weeks.

Assessments and Exams

Student's mastery of course material will be assessed through scheduled exams and projects. The final counts for 15% of the grade. Of the following 85% of the grade, 40% will be assignments and labs, and exams and projects will count as 60% of the student grade.

Final Grade =

- 1st Nine Weeks Average (42.5%)
- 2nd Nine Weeks Average (42.5%)
- **Final Exam (15%)**

Grading Policy

Grade	How Much You Have Learned	Percent Range
A	Mastery	90 – 100
B	On Track	80 – 89
C	Approaching	70 – 79
D	Not demonstrating understanding and lack of effort	60 – 69
F	Concepts not learned, failing work	0 – 59

Course Expectations:

Teachers Will:

- Provide rigorous, engaging, and standards-aligned instruction.
- Support student learning through clear communication and timely feedback.
- Maintain an organized and accessible google classroom course.

Students Will:

- Use google classroom daily to access assignments, resources, and submit work.
- Respect peers, teachers, and the learning environment.
- Strive to master the course content through critical thinking and collaboration.
- Reflect on learning and persist through academic challenges. Learn from mistakes.
- Come prepared with the necessary materials and a fully charged school-issued device.

Biology II Syllabus

Part 4: Course Policies

Attendance

Attendance is not only required, but also necessary to ensure the paced learning of every student. It is understandable for absences to occur for various reasons from doctor's appointments to family emergencies; however, when a student is absent, they are responsible for the material covered in the class and related assignments. Students should request their work via email or written request handed to the instructor immediately before or after their absence. Students are responsible for retrieving and completing their missed work. Students use google classroom to stay on track during absences.

Collaboration

Students must be willing to share their thoughts, opinions, and questions. Most class blocks have a discussion component and all students are expected to participate. Students must learn the value of different perspectives and work together to increase knowledge. Students must model thoughtful conversation. Additionally, quality participation in class activities will periodically be taken and noted in ASPEN.

Critical Thinking

Students of all ability levels will be asked to perform on high levels. Students will be challenged to grow in their thinking. Students should be open to thinking critically and use their insights to move the conversation forward and to ask questions. Claim, Evidence, Reasoning forms of specific writing are expected.

Email

Email, a private message on google classroom, or a message over Parent Square is the best way to contact me regarding classroom questions. Take ownership of your learning.

Inquiry

Many of the questions asked, as students learn and discuss concepts, are centered around investigations. Students must advocate for their own learning by making inquiry a daily habit, as every good scientist does.

Innovation

As students learn and discuss, they should embrace the creation of new ideas, original thoughts, and unexplored possibilities. Students should be aware of their own biases and work to broaden their perspectives. When completing assignments and working in groups, students are encouraged to be innovative, look at the world around them, ask questions, discover problems, and develop solutions.

Makeup Work

If you are absent for any reason—excused or unexcused—you are responsible for making contact the day you return to get what you missed. I will not track you down. It is the student's responsibility to set up a time to make up any missing quiz or exam. Any assignment or project that is due on the day a student is absent is due the day the student returns to school. All makeup work of absence, according to CCBOE's attendance policy, must be submitted within five days of the missed class unless otherwise specified by the instructor. If you have any questions, please see me for help.

Extra Credit

Extra credit will NOT be extended to individual students. Extra credit opportunities will be given to the entire class, so every student will have the same opportunity to earn extra credit. This will not be accepted late.

Professionalism

Students should be on time and ready to learn every day. Students should be prepared to learn with all assigned readings and materials completed *before* class. Students should release themselves from any distractions *before* they come to class. When addressing peers, school leadership, classroom guests, or instructors, students should speak with respect, patience, and consideration.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances. All assignments must be completed by the assignment due date and time. Late or missing assignments will affect the student's grade.

Academic Dishonesty Policy

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.

3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Principal or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.