

Ms. Katz

Living Environment Syllabus

Spring Semester 2021. SLS44QQR-03.

Week	Topic	Book Chapter	Worksheets, Labs and other assignments	Quizzes and Tests
17-18	Animal cell: structure, metabolism	Life on Earth:Book 2, chapter 2 notes Powerpoint	Handouts Vocabulary C Labs	TBD
19-20	Genetics	Book 3 notes Powerpoint	Handouts Vocabulary I Labs	TBD

21-22	Homeostasis in the human body	Book 4	Handouts Vocabulary F,G,H Labs	TBD
23-24	Evolution	Book 1Chapter 4 then 3	Vocabulary J,K,L Labs	TBD
27-28	Mitosis	Book 3	Handouts Labs Vocabulary H	TBD
29-30	Meiosis	Book 3	Handouts Labs Vocabulary H	TBD
31-32	Human Reproduction	Book 4	Handouts Vocabulary H,I Labs	TBD

33-37	Final Projects	Performance Based assessment either a slide presentation or exam		TBD
38-43	Review for Regents	Test Prep Materials	Handouts	TBD

NYS Learning Standards Used in this Class:

Scientific explanations are built by combining evidence that can be observed with what people already know about the world.**(1.1a)**

Learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship between science and society.**(1.1b)**

Science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge.**(1.1c)**

Interpretation of data leads to development of additional hypotheses, the formulation of generalizations, or explanations of natural phenomena.**(3.1a)**

Apply statistical analysis techniques when appropriate to test if chance alone explains the results.**(3.2)**

Assess correspondence between the predicted result contained in the hypothesis and actual result, and reach a conclusion as to whether the explanation on which the prediction was based is supported.**(3.3)**

Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.**(1.2a)**

Inquiry involves making judgments about the reliability of the source and relevance of information.**(1.2b)**

Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions.**(1.3a)**

All scientific explanations are tentative and subject to change or improvement. Each new bit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world.**(1.3b)**

Devise ways of making observations to test proposed explanations.**(2.1)**

Development of a research plan involves researching background information and understanding the major concepts in the area being investigated. Recommendations for methodologies, use of technologies, proper equipment, and safety precautions should also be included.**(2.2a)**

- Hypotheses are predictions based upon both research and observation.(2.3a)
- Hypotheses are widely used in science for determining what data to collect and as a guide for interpreting the data.(2.3b)
- Development of a research plan for testing a hypothesis requires planning to avoid bias (e.g., repeated trials, large sample size, and objective data-collection techniques).(2.3c)
- Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.(2.4)
- Hypotheses are valuable, even if they turn out not to be true, because they may lead to further investigation.(3.4a)
- Claims should be questioned if the data are based on samples that are very small, biased, or inadequately controlled or if the conclusions are based on the faulty, incomplete, or misleading use of numbers.(3.4b)

RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

Mathematics

HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.

HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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