

MANHATTAN HIGH SCHOOL/P.35M

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MARTA BARNETT

Principal

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Course Instructor: Ms. Phillips, Science Educator, B.S., MS Science Education

Course Name: Living Environment 4/4

Course Section: SLS44QQM

Email: TProutPhillips@schools.nyc.gov

Room: 406

The Living Environment Course Syllabus

Introduction:

Regents Biology is a core-based course which ends in a NYS Regents Living Environment Examination. **A minimum of 1200 minutes of hands-on laboratory experiences with satisfactory lab reports** are required above and beyond the classroom instructional seat time. In light of COVID-19, labs are being conducted virtually and in a format that supports long-term, socially distanced experiments and unit studies.

The Living Environment Core Curriculum is expected to prepare students to understand and apply scientific concept principles and theories pertaining to the living environment and recognize the historical development of ideas in science. To attain this, the core addresses seven key ideas: similarity and differences among living and non-living things; inheritance of genetic information; changes of species and organisms over time; the continuity of life; dynamic equilibrium that sustains life; interdependence of plants and animals and their environment.

The science program focuses on helping students to develop an enthusiasm for the process of science. Biology content is presented in a wholistic fashion through inquiry and experimentation, as students develop skills in classification, measurement, and problem solving. Scientific concepts are presented through an integrated approach largely through the use of a variety of methods and materials that ensures that the learning experiences are meaningful to the student. My goal is to focus on student's individual strengths and areas of need.

In accordance with the New York State Learning Standards for Mathematics, Science and Technology for high school, the science curriculum seeks to develop, as developmentally appropriate, the following science process skills:

- Classifying
- Communicating
- Comparing and contrasting

- Creating Models
- Gathering and organizing data
- Generalizing
- Identifying variables
- Inferring
- Interpreting data
- Making decisions
- Manipulating materials
- Measuring
- Observing
- Predicting

Textbook : Life Science/Glencoe Science © 2008 McGraw-Hill Education

Course Outline:

Semester 4

Unit 4: Evolution

Unit 5: Human Influences on the Environment

Goals and Objectives:

The Living Environment's instructional intent is to maximize the extent to which all students achieve mastery of the agreed upon academic learning and socio-emotional goals and objectives which are to:

- Develop good character, self-awareness and a sense of self-worth
- Develop and integrate basic academic skills
- Develop a desire for learning and aesthetic appreciation now and in the future
- Learn to respect and get along with people with whom we work and live

Grading :

Homework	10%
Class Participation (classwork and attendance)	35%
Labs	25%
Tests	30%

Grade Scale :

A=	90-100
B=	80-89
C=	65-79
F=	below 65

Daily Expectations:

- Attend class as scheduled and on time.
- Enter the classroom ready to begin work.
- Write down Aim, Date, Objectives and immediately begin the Do Now (can be answered in complete sentences instead of copying questions).
- Begin working on class activity immediately and complete tasks.
- Remain in the classroom for the entire period.
- Respect everyone.
- Communicate well using positive words and limit conversations to class-related topics.
- Review the agenda on the board to follow along with the lesson.

Student:

I have been provided with a copy of the syllabus for the course and teacher designated above and I understand that the guidelines/rules governing the grading conduct, discipline, late work, and make-up work, etc. will be enforced accordingly.

Period: _____

Student Name: _____ (Please Print Clearly)

Student Signature: _____

Parent:

I have seen and read through the information contained within the syllabus for the course and teacher designated above. In addition, I understand that my son/daughter is responsible for following the rules/guidelines as stated in the syllabus.

Parent Name: _____ (Please Print Clearly)

Parent Signature: _____

Parent E-mail : _____ (Please Print Clearly)

Parent Phone #'s: _____ (home)

_____ (work)

This syllabus signature sheet will be kept on file for future reference. Please keep a copy of it for your records.