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USICA Course Outline/Syllabus		
Grade/Course: BIOLOGY I 2000310		
Grade Level: 11 th High School		
A)TEXT BOOK: Biology_by Joseph S. Levine and Kenneth R. Miller ISBN: 0133669513 ISBN13: 9780133669510		
Order No.: 1	Code: BIO2002	Class Type: Online
Resources: Text book Teacher works CD Teacher interactive online Links Skype-Conference Photographs for use in teaching Skype, Zoom, Social Media	Length: 1 year	Instructional Supports: Textbook, Magazines, Journals, Websites Links, Video Conference, Comprehensive Reading Plan, PBS Public Television, Discovery Channel, History Channel, Biology.com, Live Science, Skype, Zoom, e-Library, Social Media
Area: Science	Credits: 1	Total Numbers of class hours: 300 hrs
Type: Mandatory	Standards: Florida Standards www2.dadeschools.net	Prerequisite: Students must have successfully passed a Science class in middle/high school.

B) Description:

This one-year course of Biology emphasizes the following topics: The Nature of Life, Cells, Genetics, Microorganism, Plants, Invertebrate, Chordates, and The Human Body.

This course introduces biology with emphasis on the interrelationships of living and nonliving things in ecosystems and how disruptions of these relationships result in environmental problems, as well as an integrated study of the relationship between the structure and function of the human body. The first half of this yearlong course is focused on the chemical foundations of life, the anatomy and physiology of the cell, and the skeletal, and muscular a nervous system.

C) Objectives:

Upon completion of the course, the students will be able to:

1. Develop in all students an understanding of Biology
2. List, describe, and give examples of the characteristics of living things.
3. Define and give examples of each of the following terms: cell, tissue, organ, system, organism
4. Biology students will demonstrate the ability to use specific skills and processes, appropriate scientific terminology, and major biological concepts to explain the uniqueness and interdependence of living organisms, their interactions with the environment, and the continuation of life on Earth
5. Distinguish between an observation and an inference when given a scientific statement about an experiment
6. Use the process of scientific reasoning to investigate scientific problems.

Lab component:

1. The students will be able to apply science investigation skills to design and carry out appropriate types of experiments and to analyze the data collected to form conclusions upon completing the assigned investigations from the textbook.

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E. Methodology

E)AcademicMethodology:	
Tests	30%
WrittenReports	10%
Lab component	20%
Assignments	40%

F) Book Reference:

-
1. High School Biology Tutor (High School Tutors Study Guides) Paperback by The Editors of REA (Author)
 2. Holt McDougal Biology: Student Edition 2010 [Hardcover] by HOLT MCDUGAL (Author)
 3. Homework Helpers: Biology [Paperback] by Matthew Distefano (Author)
 4. Biology, 8th Edition [Hardcover] Neil A. Campbell (Author), Jane B. Reece (Author), Lisa A. Urry (Author), Michael L. Cain (Author), Steven A. Wasserman (Author), Peter V. Minorsky (Author), Robert B. Jackson (Author)
 5. Biology: Concepts and Connections [Hardcover] by Neil A. Campbell (Author), Jane B. Reece (Author), Martha R. Taylor (Author), Eric J. Simon (Author), Jean L. Dickey (Author)

H) Web Reference:

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<http://www.pbs.org/wgbh/evolution/>
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<http://en.wikipedia.org/wiki/Biology>
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www.biologycorner.com
www.dmac.edu/departments/biology/links.asp
www.galaxy.com/dir14554/Biology.htm
www.biology.org

I. Journals:

American Scientist
Journal of Evolutionary Biology
Journal of Mathematical Biology Table of Contents
Journal of Theoretical Biology Table of Contents
Molecular and General Genetics (MGG) Table of Contents
Nature
Science
Scientific American
Systematic Biology

J. Magazines:

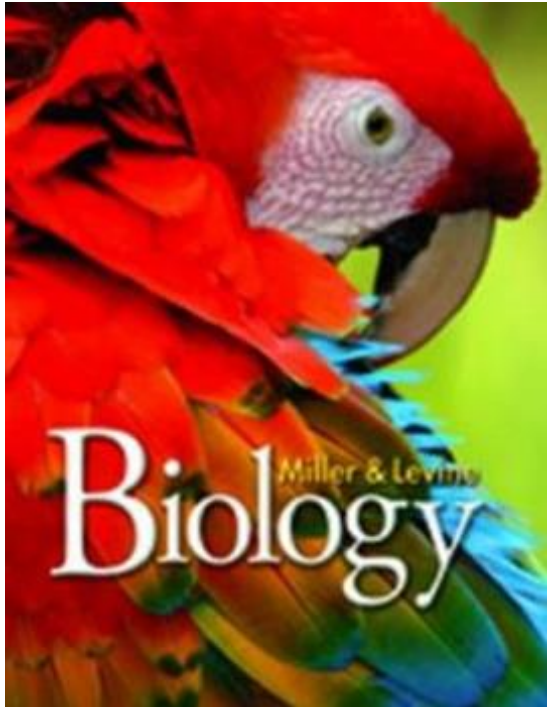
Smithsonian magazine, published by the Smithsonian Museum
American Scientist magazine
Discover magazine

K. Organizations:

The American Association for the Advancement of Science
National Association of Biology Teachers

USISCA

BOOK:



Text Book: Biology
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ACADEMIC MISCONDUCT:

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the school and therefore is unacceptable and prohibited.

Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head or administrative supervisor. Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the school.

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