



**Botany Syllabus**  
**CHS Science Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**Teacher Contact Websites:**

- Google Classroom

**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

**Botany – 326 (Credit Flex only)**

**State Course #:** 139998

Prerequisite: Biology I

Elective

Grade: 10-12

Graded Conventionally

Credit: 1

Course Description:

In this course, students will investigate the world of plants. Topics include plant anatomy, plant physiology, seeded and seedless plants, adaptations, development, reproduction, fluid and nutrient transport, and plant behaviors. This course is designed for students who wish to continue in their studies of life science, and is preparatory for introductory college botany. This course will only be offered as a credit flex option.

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3<sup>rd</sup> Quarter**

- **Unit I Title: Plant Structure and Function**

- **Big Idea #1:** I can identify the major anatomical structures of a plant and define their basic functions.

- *Essential Question #1: How do I identify and describe structure and function of the three types of plant tissue systems?*
    - *Essential Question #2: How do I describe structure and function of primary shoot systems?*
    - *Essential Question #3: How do I describe structure and function of root systems?*
  - **Big Idea #2:** I can identify seedless plants and describe their adaptations to the environment.
    - *Essential Question #1: How do I describe the process of evolution that occurred to make seedless plants adapt from aquatic to terrestrial environments?*
    - *Essential Question #2: How do I identify and describe the structures and functions of bryophytes (nonvascular land plants)?*
    - *Essential Question #3: How do I identify and describe the structures and functions of vascular land plants?*
- **Unit II Title: Plant Adaptations**
  - **Big Idea #1:** I can identify seed plants and describe their adaptations to the environment.
    - *Essential Question #1: How do I identify gymnosperms (“naked seed”) plants and describe their structures and functions?*
    - *Essential Question #2: How do I identify angiosperms (flowering) plants and describe their structures and functions?*
  - **Big Idea #2:** I can describe the specific reproductive and developmental adaptations of flowering plants.
    - *Essential Question #1: How do I describe the basic processes by which flowering plants reproduce?*
    - *Essential Question #2: How do I describe the formation of gametes and flowers and their functions in reproduction?*
    - *Essential Question #3: How do I describe the processes of pollination, fertilization, and germination?*
    - *Essential Question #4: How do I describe the asexual reproduction in flowering plants?*
- **2nd or 4<sup>th</sup> Quarter**
  - **Unit III Title: Transporting Water and Nutrients**
    - **Big Idea #1:** I can describe the process of transporting fluids and nutrients in plants.
      - *Essential Question #1: How do I describe basic water and solute movement in plants?*
      - *Essential Question #2: How do I describe root transport structures, functions, and adaptations in plants?*
      - *Essential Question #3: How do I describe the movement of water and minerals in the xylem?*
      - *Essential Question #4: How do I describe the movement of organic substances in the phloem?*



Class work/Homework 20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she missed to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still submit work late for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

**Performance Based Section: Writing**

**Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

**CHS Botany Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_