

Sample Course Outline**I. School Identification**

School Name	<u>Top-of-the-Bay Academy</u>
Couse Title	<u>Biology (High School)</u>
Length of Course	<u>1 Year</u>
Teacher's Name, Degree	<u>Bobbie Seaforth, PhD</u>
Class periods/per week	<u>5</u> Minutes/per class <u>40</u>

II. Description of the class and for whom it is intended

This course is a 2nd year high school science class with the emphasis on Biology. The textbook starts with a familiarization of what biology is, its branches and its basic interrelationship with other sciences. Tools and techniques of a biologist as well as the use of the scientific method are also articulated. An overview of man and his interaction with the environment and vice-versa follows. The basic units of life and their chemical make-up which are sources of energy are well explained. The function systems organized in a complex way are also discussed. Finally, levels of organization in living systems attempt to explain evolution and the diversity of life forms.

III. Textbook

Cabading, Lourdes A., et al, Science and Technology: II Biology, FNB Educational, Inc., 1996. 343 pages.

IV. Class Requirements

Special Assignments, projects, term papers, field trips, etc.

V. Goals and Objectives

Goals:

1. To provide students with a wholistic view of man and the other living systems' interrelation with the environment.
2. To present awareness of the impact of the environment towards its living and non-living components through the understanding of fundamental characteristics and functions of living systems.
3. To enable students in the making wise and intelligent decisions for life.

Objectives (behavioral and measurable)

The student will be able to.....

1. Use the scientific method of discovery
2. Become familiar with the tools of a biologist
3. Evaluate the major problems caused by industrialization
4. Explain how the basic units of life and their chemical make-up are sources of energy
5. Etc., etc., etc.,

VI. Goals for integration of Faith and Learning

The science program will enable the student to:

1. develop a meaningful relationship with God and with humanity, which is the basis for stewardship of both human and natural resources.
2. Develop those attitudes, values, and aspirations which strength belief in God as the Creator and in His special creation.

VII. Class Schedule

The class schedule lists the textbook pages, topics, and integration for each school day of the term. This the most important planning tool the teacher has for organizing her class and show how she will integrate Adventist values and beliefs. A sample is provided to help the teacher see how it looks. Appendix B has a blank class schedule form for the teacher to duplicate and use.

VIII. Evaluation and Grading System

Review Questions	25%
Self-Test	75%

