**Honors Biology I**

2014-2015 Syllabus

**Teacher Contact Information:**

Ms. Megan Mitchell

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Office hours: Tuesday and Thursday, 2:30 -3:30 p.m. and by appointment

Class website: [www.msmbio.weebly.com](http://www.msmbio.weebly.com)

**COURSE INTRODUCTION**

Welcome to Ms. Mitchell’s Honors Biology course! The class will be divided **into units** in which we will cover an array of important and interesting topics. Through careful **observation, literacy, and science based thinking**, we will gain skills to be successful in **Biology, future high school courses, college, and beyond**.

As a studentin Honors Biology course, you can expect to engage with material on a deeper level, regularly work with AP Biology and college Biology level questions and content, participate in more labs and activities, receive more rigorous assignments, be evaluated on a higher level, and complete a major project each 9 weeks.

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| **Unit** | **Topics to be covered** |
|  **O** | Class Culture and Scientific Inquiry  |
| **1** | Population Ecology and Energy Flow |
| **2** | The History of Life and Natural Selectiom |
| **3** | Principles of Evolution and Classification  |
| **4** | Biochemistry  |
| **5** | The Cell  |
| **6** | Cellular Transport  |
| **7** | Cellular Energy  |
| **8** | Sexual and Asexual Cellular Reproduction  |
| **9** | Mendelian Genetics  |
| **10** | Molecular Basis of Heredity; Genetic Disorders and Technology |
| **EOC and Post EOC Unit** | EOC Review Anatomy and ACT Prep  |
| **Students will be provided a detailed syllabus per quarter.**  |

**COURSE GOALS—What we are working towards in this class**

* **To score *Advanced* of the Biology End of Course exam**
* **At least 5 points of growth** on the science ACT
* **Proficient/Advanced** on at least 85% of state standards (CLEs)

**Biology is an EOC tested subject. The 2014-2015 EOC will be administered May 5th, 2015 and will count as 25% of as a student’s second semester average.**

## PREPARING FOR SUCCESS

Required:

* A three ring binder (1 inch preferably)
* 2 sets of Tab Dividers
* 1 pack of college-ruled paper (for this class **only**)
* 1 roll of paper towels

You have until **Monday, August 18th to** purchase these supplies. **This will count as a grade.**

*Note: If you are unable to get the required supplies by the required due date, please see me privately.*

* Optional:

For 50 Dojo points: one box of tissue, one bottle of hand sanitizer, one package of glue sticks or liquid glue,one package of colored paper, or one pack of post-its.

**ORGANIZING FOR SUCCESS—How to keep an organized class binder**

Your binder will contain all of the work that you do in this class (**and *ONLY* this class**) over the course of the year. Your binder will be organized by unit. Required materials in your binder will be numbered to aid you with organization and upkeep! Binder organizational checks will occur throughout the year so it is **imperative that you keep your binder organized and in class every day.** Pop binder quizzes (on content of binders) will also occur throughout the year.

## Biology Procedures/Daily Work Organizers—Our daily systems to maximize your learning time and time

*Familiarize yourself with these terms to ease your transition into Biology!*

* **Objectives**
* **Catalyst**s
* **Notes**
* **Tracking**

*A note about absences: In Biology, we move through A LARGE amount of material QUICKLY. We will cover material and do important activities EVERY DAY. Of course, there are school activities, illnesses, and emergencies that cannot be avoided, and, while our class website is a great resource for absent students, I HIGHLY ENCOURAGE/IMPLORE/PLEAD WITH YOU to limit your absences as best you can. Absences in Biology = Make-up, make-up, make-up work!*

**STANDARDS BASED GRADING**

 **-We follow Overton’s Department-wide standards based grading policy.**

According to the Overton High School Handbook:

 Standards-based grading, implemented in all end of course tested subjects, allows for teachers and students to rely and reflect on data more objectively. Each lesson is designed around a single learning objective. Students will have multiple opportunities to show proficiency on an objective. Students will receive a grade in the grade book based on their proficiency level for each objective. These grades will average out to form report card scores. Below is the scale for standards based grading:

55- Below Basic

70-Basic

92-Proficient

100-Advanced

**WHAT THIS MEANS IN BIOLOGY:**

* Everything we have to cover for the is broken down into standards (CLEs) which are then further broken down into smaller daily chunks called objectives.
* One unit is made up of several standards that each have been broken down into 5-10 objectives.
* Students will complete classwork, homework, projects, special assessments, and unit exams for each section. Based the student's performance across all of those indicators, they will be given a standard grade (see description above) for each standard.
* The average of these standards will determine the student's overall grade.

**RECOVERY PROCESS**---**Provisions for improving grades**

* Students will receive mastery levels for each CLE after a completed unit.
* If a student receives a Basic or Below Basic on any standard, they will have a **finite period** of time to bring that standard up to a Proficient or Advanced by completing standards make-up packets.

\*\**Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date is completed and the student demonstrated a legitimate effort to meet all course requirements including attendance.*

***I reserve the right to determine when and how students with extenuating circumstances may improve their grades.***

**EXAMS AND QUIZZES**

Exams will be given after a unit is completed. **Additionally, expect a weekly quiz covering the previous days’ (Monday-Thursday) material.** These will help you to stay on top of the material and will help to identify your weak areas in order to strengthen them before you take the unit test.

**LAB WORK**

We will labs and demos throughout the year to further strengthen and support your mastery of the content of that section and to help foster critical and analytical thinking skill. Lab reports will require additional thought, time, and effort, and will be graded separately.

**FLIPPED CLASSROOM**

We will be using a “flipped classroom” model in Biology throughout the year. In a flipped classroom, students are assigned a video covering new material to watch and take notes/comprehension quizzes on at home in lieu of traditional homework. This allows you to walk into our classroom with prior knowledge and allows us to dedicate our time to more hands-on activities. Videos can be found on our class website.

\*\*If students do not have technology access at home, they are welcome to watch assigned videos during office hours (Tuesdays and Thursdays 2:15-3:15).

**REWARD SYSTEMS**

In addition to academic support, there are several reward programs in Biology that acknowledge individual students and the whole class for excellent behavior, above and beyond in academics, and demonstrating strong character.

## ACADEMIC DISHONESTY—Knowledge is too precious to be stolen

Students caught copying from other students, plagiarizing other’s work or ideas, or submitting work that is not of their own creation will receive a zero on that assignment and will face disciplinary action.

**CLASSROOM EXPECTATIONS**

Follow class norms at all times.

Be respectful of classmate and teachers.

Follow directions the first time they are given.

Come to class prepared.

Clean up after yourself.

Follow Overton rules.

**Work hard.**

**No excuses.**

**CONSEQUENCES**

1. Verbal Warning

2. In Class Intervention

3. Improvement Plan

4. Referral (I reserve the right to move past steps on the consequence ladder in response to the level of behavior.)

## EXPECTATIONS FOR MS. MITCHELL—What you can expect from ME

* Fairness and consistency, excellent, engaging classes that take place in a safe learning atmosphere
* An excellent reference and/or letters of recommendation Respect and caring. I will always treat you with respect and will always be available to help and listen to you.
* An open line of communication: I am here for you!

**Please complete and return to Ms. Mitchell by AUGUST !8th, 2014.**

**For Students:**

**I have read the Biology syllabus thoroughly. I understand Ms. Mitchell’s expectations for me and am prepared for a successful school year.**

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Student Printed Name Date

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 Student Signature

**For Parents/Guardians:**

Please take just a moment to fill out the following. Thank you!

**Contact Information (*Optional*** : Often, texting and email are quick and efficient methods for me to quickly communicate with you about your child’s performance and upcoming class deadlines and information. If you would like to be added to the Biology email and/or texting list, please provide your contact information below.

**Text-capable cell phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**After reading the parent letter and looking over the syllabus, please print your name below.**

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Parent/Guardian Signature Date