

# 9<sup>TH</sup> GRADE HONORS BIOLOGY

2016-2017

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Room 309  
Olympus Junior High



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\*\*Please email me directly, not through Canvas! I may not respond to Canvas emails!\*\*

Website: [www.BiologyWithMrsH.com](http://www.BiologyWithMrsH.com)

\*\*Please bookmark this website! It will have ALL our class information!\*\*

Grades will be posted in Gradebook

**Note: This is a 10<sup>th</sup> grade level course!!!**

**Students will be expected to achieve, behave, and be responsible at this level!**

## In Class Expectations:

1. Be respectful
2. Be prepared
3. Be a good listener
4. Be safe
5. Be your best

## STANDARDS-BASED GRADING: \*Please read!\*

Students' grades will be determined using Standards-Based Grading (SBG). This system is setup to demonstrate what you KNOW, not what you DO. Instead of a student being concerned with accumulating points, a student should be concerned with whether he or she KNOWS the information from class. Through SBG, students will DEMONSTRATE they have achieved a proficient level of understanding on a particular standard (aka content item). If a student does not achieve the standard expected, he or she will know exactly what they don't know and how to work toward achieving the expected level of understanding. Students will still receive a letter grade that will be determined by demonstrating knowledge from a set of standards determined by the biology curriculum.

## **Grade Categories and Weights:**

90% Assessments (quizzes & tests), Lab Reports, & Projects

10% Participation (starters, biology binder, lab participation, in-class activities)

## **Grade Scale to Determine End of Quarter Letter Grade:**

(Don't get crazy excited thinking it will be easier to get an A!)

100 – 90% = A

89.99 – 85% = A-

84.99 – 80% = B+

79.99 – 75% = B

74.99 – 70% = B-

69.99 – 65% = C+

64.99 – 60% = C

59.99 – 55% = C-

54.99 – 50% = D+

49.99 – 45% = D

44.99 – 40% = D-

39.99 – 0% = F

The biology curriculum is broken down into 8 units (science skills, biochemistry, cells, genetics, patterns of inheritance, anatomy & physiology, evolution, and ecology). Each unit is further broken down into a set of standards. **A standard is a statement of what a student should know and be able to demonstrate. Achieving proficiency means a student has demonstrated an adequate or higher level of learning on a particular standard.** Each standard will be assessed (quizzed) to determine each student's level of understanding.

All items in the gradebook will be "scored" on a scale of 1-4 using the rubric below. Example: if a student takes a quiz on a standard and she answers 6 out of 8 questions correct, then she has demonstrated that she understands 75% of the standard. In the gradebook, she will receive a 3. This score tells this student that she has shown a proficient or acceptable level of understanding, but she could achieve a higher or mastery level of understanding. Lab reports and research projects will be assessed in a similar fashion. Reports and projects will be broken down into specific parts, and each part will be scored on a rubric.

| Assessment Scale During Quarter |  | End of Quarter Final Grade Scale |       |
|---------------------------------|--|----------------------------------|-------|
| Scale                           | Proficiency Level  | Percentage                       | Grade |
| 4                               | <b>Mastery:</b> I have a deep or advanced understanding of the standard taught in class. I can use my understanding to make inferences, applications, and connections.   | 90-100%                          | A     |
| 3.5                             |  | 85-89.99%                        | A-    |
| 3                               | <b>Proficient:</b> I have an understanding of the standard taught in class. I need more practice to use that understanding to make inferences, applications, or connections.   | 80-84.99%                        | B+    |
|                                 |  | 75-79.99%                        | B     |
| 2.5                             | <b>Developing:</b> I have a partial understanding of the standard taught in class. I need more help to better understand more of this standard. It is recommended that I seek out reteaching for help.                       | 70-74.99%                        | B-    |
|                                 |  | 65-69.99%                        | C+    |
| 2                               | <b>Beginning:</b> I can, with help, demonstrate some understanding of the standard taught in class. I need much more help to better understand more of this standard. It is recommended that I seek out reteaching for help. | 60-64.99%                        | C     |
|                                 |  | 55-59.99%                        | C-    |
| 1.5                             |  | 50-54.99%                        | D+    |
|                                 |  | 45-49.99%                        | D     |
| 1                               | <b>No Evidence:</b> Even with help, I have made little to no attempt to demonstrate my understanding of the standard taught in class. OR I have not attempted to demonstrate my understanding of this standard.              | 40-44.99%                        | D-    |
|                                 |  | 0-39.99%                         | F     |
| 0                               |  |                                  |       |

The purpose of the SBG system is for every student (and every parent) to know how he/she is performing in class and how well they know each standard. For example, a student's grade may look like this:

|                    |     |
|--------------------|-----|
| Standard 2.1 Quiz  | 4   |
| Standard 2.2 Quiz  | 3   |
| Lab 3 Pre-Lab      | 4   |
| Lab 3 Data & Graph | 2.5 |
| Lab 3 Lab Analysis | 3   |
| Standard 2.3 Quiz  | 1.5 |
| Standard 2.4 Quiz  | 3   |
| Standard 2.5 Quiz  | 4   |
| Unit 2 Test        | 2   |

Given the rubric above, it is easy to identify what a student does not thoroughly understand and how this student could improve. The next page has a list of how a student can improve any score.

The total grade for this student will be a 27 out of 36, 75%, which equates to a B from our grade scale.

**\*If you receive a score in gradebook that you are not satisfied with here is what you can do!**

### **Assessment Category of Grade (90% of total grade)**

#### **For Standard Quizzes:**

- Retake up to two more times to achieve a 4 or mastery level
- You have until the second to last week of the quarter (students will be notified of each quarter's date) to retake
- You will be required to demonstrate that you have relearned or reviewed the information (more on this in class!)
- You can only retake one quiz per day! And you cannot retake a quiz on the day the original quiz was given
- We will be taking these 1-2 times a week as we move through the standards, so stay on top of these! Don't wait until the very end of the quarter!

#### **For Unit Tests (cumulative of all standards for that unit):**

- You make retake an unit test ONCE for up to a 3 (proficient)
- You have until the second to last week of the quarter (same dates as for quiz retakes)
- Note: it is important to also see that scoring high on all your standard quizzes will help you to be prepared for your unit test! So don't wait to improve on those quizzes!

#### **For Lab Report or Project Items:**

- You may "redo" the item that you would like to improve
- You have until the second to last week of the quarter (same dates as for quiz retakes)

### **Participation Category of Grade (10% of total grade)**

- All items under this grade category cannot be made up or changed
- Items in this category are daily starters, lab participation & cleanup, etc.
- Students will be aware of how to easily achieve a score of 4 for these items

#### **Example Student:**

The hypothetical grade on the previous page shows that the student has lower scores Standard 2.3 and on the Unit 2 Test. This student can improve her level of understanding and knowledge to improve her grade. She also received a low score on the Data and Graph portion of Lab 3. She can redo this portion of her lab report to also show her understanding and improve her grade.

**Citizenship: \*\*Note: all students will be given a 2/Satisfactory (or lower, but hopefully not!) in citizenship at midterm!\*\***

#### **4 = Honors**

- Zero tardies and zero unexcused absences
- Works to include all students
- Shows positive leadership
- Works to cleanup the whole classroom after a lab
- **Assists Mrs. H once during the quarter with a classroom duty. You must approach Mrs. H! I will not remind you!**
- **And don't wait until the last minute!**

#### **3 = Good**

- No more than 1 tardy and zero unexcused absences
- Zero to minimal (1-2) late assignments, no missing work
- Works well with others and is on task
- Responsible for him/herself and work area during labs

#### **0 = Failure**

- 5 or more tardies and/or multiple (4+) excused absences
- Disruptive influence that does not improve with teacher intervention
- Multiple instances of irresponsibility for him/herself and work areas during labs with no sign of improvement
- Defiance of teacher and school policies
- Instance of cheating or plagiarism

#### **2 = Satisfactory**

- Minimal tardies (1-3)
- Minimal unexcused absences (1-2)
- Attempts to stay on task most of the time
- Mostly responsible for him/herself and work area during labs

#### **1 = Poor**

- 4 tardies
- OR multiple unexcused absences
- OR disruptive influence that requires teacher intervention
- Multiple instances of irresponsibility for him/herself and work area during labs

## Attendance & Makeup Work:

**Students cannot fully learn and experience the material if they are not IN CLASS!**

**Attendance is essential!**

Please note the following:

- Any material or assignments missed due to an **excused** absence will be given time to be made up
- A small number (1-3) of **excused** absences per quarter due to illness, family issues, etc. will probably not dramatically impact a student's grade, but you must make up what you missed!
- If you know you will be absent, please let me know. I don't always have everything ready ahead of time, but at least we can plan accordingly!
- **It is the student's responsibility to access the class website and discuss with Mrs. H to discuss any makeup work.**

## Technology in the Classroom:

We will be using a variety of technologies in our classroom including a digital student-response system (clickers) and Chromebooks. These are wonderful to improve our classroom, but come with a price tag! If a student is deemed handling these items inappropriately, they may lose the privilege of using them and/or may be responsible for replacement as determined by the school's administration.

## Lab Safety:

This class is a required lab-based course. We will be performing both "wet" and "dry" lab activities throughout the year. The safety of my students and myself is of the utmost importance during these activities. Safety rules will be discussed and listed in class. By signing this disclosure, you as a student agree to follow all safety rules in order to participate in any lab. If you demonstrate that you cannot maintain safety, you will be excused from a lab and forfeit the associated lab points. You may also be prohibited from participating in future labs.

## Required Materials:

**Please have the following by Monday August 22<sup>nd</sup> IN CLASS:**

- 1" three-ring binder with lined loose-leaf paper (**This will be for BIOLOGY ONLY! No whining!**)  
(1.5" binders are okay also; 1" recommended)
- 5 binder dividers with tabs
- Writing implements: pencils, pens with **blue or blank ink only**, I can't read highlighter yellow!
- Other materials may be requested for in-class activities as the year progresses

**\*\*The binder we will create and maintain ALL YEAR will act as a portfolio of our year's learning! It will be scored to ensure you are staying organized and maintaining your stuff!\*\***

**\*If you wish to make a small contribution to our classroom and/or those that may not be able to acquire the above items, it would be more than greatly appreciated. Here are some things we are always in need of:**

|                               |  |
|-------------------------------|--|
| Boxes of tissues              | Elmer's glue   |
| Glue sticks                   | Small "golf" pencils (for students who forget a pencil!) |
| White copy paper (8.5" x 11") | Manila folders   |
| Extra 1" binders              | Extra binder dividers                                    |
| Expo markers (any colors)     | Thank you to those of you who donate!                    |

**To "sign" this disclosure form, please go to my website:**

- Go to **www.BiologyWithMrsH.com**
- Locate the Class Info tab at the top
- Fill out the online form on the left with your correct information
- If, for whatever reason, you cannot access the Internet to fill out this form, please submit directly to Mrs. H a separate piece of paper with your (the student's) first name and last name, period number, and parent/guardian email.
- **Students who have completed the online disclosure form by Friday August 26<sup>th</sup> at midnight will receive a 4 for this item. If it is signed late, the item will be marked as a 2 so let's start the year off right!**