Philosophy Statement

When I envision my future students walking out of my classroom at the end of the year, I hope and believe that they will be better educated, that they will be able to use scientific thinking and problem solving skills, and that they will have learned something about themselves as students. I envision a bright, caring, young person who will take the knowledge and guidance that I have given them and will be successful in the world.

I believe that a teacher has a duty to her students to teach them not only the content area of her focus, but that the teacher should also teach her students how to be successful individuals. Instilling lessons of self-confidence, interpersonal skills, problem-solving skills, and a life-long love of learning will help the student be successful long after the content has been stored away. Teaching needs to be about helping students learn how to actively engage their world; to stop and think, to question, to be skeptical of the world around them and to seek knowledge and evidence for everything that they see, read, and hear in the world around them.

I believe that teachers need to be student focused. They must take into account the needs of the students and apply changes that will help the students whenever it is possible. A teacher is not a miracle worker, however active engagement in helping the students to the best of her ability should always be at the forefront of a teacher’s mind. I believe that teachers should challenge and engage their students, pushing them to the point where great success is achievable.

Finally, I believe that a teacher needs to be an advocate for her students, teaching them social justice and change. A teacher needs to provide a supportive and safe environment for all of her students and a teacher should be available for her students if they need a listening ear. A teacher should believe in social justice, equality, and change. I believe that a teacher can change the lives of her students, and with that ability comes the responsibility of changing their lives in a positive way. Teaching can shape the youth of tomorrow, who will be our leaders someday. Providing a place of equality, and support can and will support a more peaceful world of tomorrow.
In my ideal classroom I would alter the arrangement of the classroom to fit the needs of the lesson that day. In order to do that, I would number my desks and assign a desk number to each student at the beginning of the year. That way, no matter what the desk arrangement, each student would be able to find their desk quickly at the start of each class. I would generally alternate between three different classroom arrangements, one for direct instruction, one for group work, and one for class discussion. Each will be detailed below.
Basic Classroom Arrangement

All three arrangements are variations on the basic classroom setup. In my basic classroom I would have the white board and active/SMART board at the front of the classroom with supplementary white boards around the room. My desk would sit at the front corner, though I would not use it during the day except for during my planning period. I would have a student desk at the front of the room which would have student resources (pencils, erasers, stapler, hole punch, etc.) and would have a document tray for students to turn in papers throughout the class period. I would also have several book cases around the room for class copies of textbooks as well as age appropriate novels for students to peruse during any down time. Lab tables would line the back of the classroom with stools for each student. These lab tables would be used for laboratory experiments and in a pinch could be used for group work as well. During a class period I would move around the classroom, writing notes on each of the white boards to give equal access to the students no matter where they are positioned in their seats.

Direct Instruction

In a variation from the basic classroom arrangement, my classroom arrangement for direct instruction would consist of staggered rows of desks fitting two people. I like using think-pair-share activities so I prefer to have my students in sets of two instead of individual desks. This allows for students to work together on class activities and fosters collaboration between group members. I would stagger the rows facing the white board to help minimize off-task discussions. Since I would be directly instructing the students I would want all focus on myself and the white/smart board to allow the students to be as focused as possible.

Group Work

In a second variation from the basic classroom arrangement, my classroom arrangement for group work would consist of pods of four students facing each other. I would use this arrangement for when I was having students work together on an assignment or project. I could also use this arrangement during a pre-lab activity, and then have the students move to the lab tables for the actual experiment. Having students facing each other encourages dialogue between them, and helps foster a
group environment. This arrangement would be ideal during constructivist activities where students are actively engaging with the Biology material.

Class Discussion

In my last variation from the basic classroom arrangement, my classroom arrangement for class discussion would consist of the desks being in the shape of a U. I would use this arrangement if I was having the students discuss a current event in Biology or during a debate about a controversial topic. I enjoy bringing in real world applications of Biology as frequently as possible so allowing students to see each other’s faces during a discussion would foster an environment where they felt free to discuss as a group and share their ideas.

Classroom Procedures

- Problem of the Day
  - Each student will have a notebook for their POD which will be kept in the classroom
  - Students will work on the POD as they enter the room to help gain focus and starting thinking about Biological Concepts
- While students are working on the POD I will be:
  - Taking roll
  - Checking homework assignments
- Review the answers for the POD
- Instructions on the day’s activities
- Have students put POD notebooks away
- At the end of assignments students turn in worksheets/papers to the front of the classroom to the document tray on the student table
  - If finished early can work:
    - Chapter vocabulary
    - Any missing assignments
    - If students are completely up to date they can listen to music, read, make flashcards, or study for upcoming tests/quizzes
- Students would not be permitted to:
  - Play games, watch movies, or be on social media websites during class time
- Participation points policy
  - Positive points for exemplary and on task behavior
  - Loss of points for off task behavior, distractive behavior, or breaking classroom rules
- Ring bell near the end of the period to remind students of any upcoming assignments, homework, tests, or quizzes.
- Bathroom policy

As students come into the room I will have a problem of the day on the board. Students will keep a problem of the day notebook in a cabinet in the classroom. They will go get their notebook, return to their seat, and then get started on the problem that is on the board. Five to ten minutes after the bell we will discuss the answers to the problem of the day. Having an activity for students to get started with helps to focus them and get them thinking about Biology. I will structure the questions to review key or particularly difficult concepts to give students the opportunity to review these concepts another time. While the students are working on the problem of the day this will give me time to take roll, and check or collect any homework assignments from the students. In terms of taking roll I will keep an updated seating chart so that I can quickly identify if students are missing from their assigned seats. My seating chart will be created, and changed, over time to meet the unique needs of each of my students. For example placing students together strategically to help minimize off task talking, keeping students focused, and providing an environment of support for those who may be struggling with the content.

After we have reviewed the answers to the problem of the day I will then instruct the students on the day’s activities. I let them know what is expected of them, and then allow them to put away their problem of the day notebooks and begin readying themselves for the day’s task. Students will be instructed to get out their notes, laptops, or specific instructions for an activity that we will be completing. At the finish of an activity, students will be instructed to turn in any written assignments to the document tray on the student table at the front of the room. If students finish early they may work on the chapter vocabulary terms, any missing work, or if they are completely up to date on all work they would be permitted to read from the sets of class novels. I would permit students to listen to music as a
reward for being completely up to date on their work but would not be permitted to play games, text, or watch videos in any form.

I would have a piece of paper with me at all times and make notes of students who are doing exceptionally well, and those who are off task or breaking classroom rules. Students who are on task would gain positive participation points, even to the extent of earning extra credit, up to 5 points per day, as a reward for exemplary behavior. Students who are distracting others, require multiple prompts to stay on task, or are breaking class rules would receive deductions on their participation points, up to 5 points per day.

Students would be instructed the first day that if I rang a bell while they were working that it meant that I needed their immediate instruction. If I had any announcements, or reminders about upcoming quizzes or tests I would ring the bell at an appropriate time towards the end of the period to give these important reminders. I would use this system because with practice it would be much easier than trying to yell over student voices, and would be an effective way to give students important information.

In my syllabus which is discussed below I will set the expectation that students are allowed up to four personal passes (restroom, locker, water fountain, etc.) every nine weeks. I will keep a binder in my classroom which has each student’s name listed and a spot for each of the four pass uses. Students will be expected to sign in and out with the time the left and re-entered the room each time they leave. See the template for the binder below.

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Time Out</th>
<th>Time In</th>
<th>Date</th>
<th>Time Out</th>
<th>Time In</th>
<th>Date</th>
<th>Time Out</th>
<th>Time In</th>
<th>Date</th>
<th>Time Out</th>
<th>Time In</th>
</tr>
</thead>
</table>
Classroom Rules

Miss McManaway’s 5 classroom rules:

1. You are in charge of your own success
2. Our classroom is for learning first
3. We follow all instructions the first time
4. We respect each other and each other’s differences
5. I will work always to be the best I can be!

My five classroom rules fit into five important categories: academic, social, procedural, cultural, and personal. The first rule, you are in charge of your own success, highlights student responsibility and ability in school. I believe that all students are capable of success if they are willing to work for it. I recognize that each student comes to me with unique needs, deficits in their education, and a balance between home and school life. As their teacher I will absolutely work with each student to help promote their success by providing before/after school tutoring, remediation, extra resources, and support. If a student takes responsibility for his/her success, I believe they can and will be successful.

The second rule is a social rule. This broad rule includes more specific expectations such as misuse of technology, fighting, following classroom rules, and staying on task. If the classroom becomes a place not of learning, then students are not receiving what they are supposed to be. My third rule is a procedural rule. Instructions are given for a reason. That reason could be academic, for example the instructions for the next activity. Instructions could also be given for safety, for example how to handle glasswear during a lab, or instructions during an emergency. Having the rule that students need follow instructions the first time will help prevent me from having to give instructions multiple times, and would help keep order during an emergency.

My fourth rule is a cultural rule. I believe in having a positive learning environment where students feel safe and comfortable in class. Making sure that we respect each other’s differences, may they be religious, cultural, learning style, socioeconomic, or anything that makes us unique as individual is a valuable rule for any classroom. My final, fifth rule, is a personal rule. This rule can encompass things like a student making sure to study before a test or quiz, it also includes personal responsibility for behavior and attitude in class. Reminding students to be the best that they can be, is a positive way to encourage good behavior and attitudes in class, and help students to become responsible for their own success!
In terms of presenting and generating classroom rules I would have each of the five rules printed and posted in the room. During the first week of school, likely on the first day, I would present the rules to my students. I would use white butcher paper and have each of the rules written out. I would then ask my students what each of the rules meant to them, and why they think it would be an important rule to follow. This opportunity would give the students the chance to review the rules and recognize what they all mean. I would compile their responses onto a handout for each class, which would be posted on the classroom website as well as printed out and copied for each of the students to keep in their notebooks.

During that first day, I would also go over my syllabus which would include classroom expectations, my homework policy, my technology policy, necessary materials for the class, hall pass and bathroom expectations, my grading policy, and my late work policy. These policies will be outlined in the first day plans below.
Discipline Plan

Discipline Policy:

If a student is found violating any of the classroom rules or expectations the following discipline policy will be enforced. Offenses do carry over multiple days and do not have to be completed all on the same day.

First Offense: Receive a verbal warning from Miss McManaway

Second Offense: Receive a written warning from Miss McManaway and loss of participation points for the day

Third Offense: Parent phone call from Miss McManaway to discuss behavior violation with student’s parents, and loss of participation points for the day

Fourth Offense: Discipline referral written and sent to the principal and loss of participation points for the day

'I would use this discipline plan in conjunction with my classroom rules and expectations, and keeping a piece of paper with me during the class period to write down student behavior. In my first day plans I would discuss with my students what my classroom rules and expectations are and what they mean. On that first day we would also discuss my discipline policy and what happens when they break a rule. I believe the above policy would be effective because it very clearly states, step by step, what happens if they are found in violation of my rules or expectations. Going over with the students my expectations, and having them define the rules themselves will give them a clear understanding of my expectations from them from the very beginning of the year. I would have the students sign a student contract (see below) that states that they both understand and will adhere to both my rules and expectations. I believe that having these policies in place would prevent unnecessary discipline referrals to the principals and would create a clear set of expectations from the very beginning of the year. Making sure to stay consistent in enforcing these policies is key in maintaining these expectations, and their success.
Student Contract

I ___________________ __________________ both understand and agree to adhere to the classroom rules and expectations set by Miss McManaway.

If I ___________________ __________________ fail to follow the classroom rules and expectations set by Miss McManaway I understand that I will be disciplined according to Miss McManaway’s discipline policy.

**First Offense:** Receive a verbal warning from Miss McManaway

**Second Offense:** Receive a written warning from Miss McManaway and loss of participation points for the day

**Third Offense:** Parent phone call from Miss McManaway to discuss behavior violation with student’s parents, and loss of participation points for the day

**Fourth Offense:** Discipline referral written and sent to the principal and loss of participation points for the day

**Note:** Offenses carry over multiple days and do not have to be completed all on the same day for discipline to occur.

**Miss McManaway’s 5 classroom rules:**

1. You are in charge of your own success
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3. We follow all instructions the first time
4. We respect each other and each other’s differences
5. I will work always to be the best I can be!

Signature of Student ______________________________ Date ______________________________

Parent Name (printed) ______________________________

Parent Signature ______________________________ Date ______________________________

Signature of Teacher ______________________________ Date ______________________________
First Day Plans

(120 minutes – block scheduling)

1. Students receive number which correlates to their desk number, find seat (5 min)
2. Notecard POD containing the following information: (10 min)
   a. Student Name
   b. Student Nickname
   c. Student Address
   d. Name of preferred guardian contact
   e. Phone number of preferred contact
   f. A Fun Fact!
3. Teacher introduction (5 min)
4. Partner introduction icebreaker (15-20 min)
5. Discussion of syllabus and classroom expectations (35 - 40 min)
6. Discussion and interpretation of the 5 classroom rules (35 min)
7. Hand out copies of classroom expectations, syllabus signature sheet, and student contract (5 min)

(1) On the first day of school as students file into the room they would take a number from me which would correlate to a number on the desk. The students would be instructed to find the matching number and sit at that desk. (2) On the board I would have the first problem of the day which would state for the student to fill out an index card with the following information: Name, Nickname (if applicable), address, name of preferred contact and phone number, and a fun fact about the student. After the students finished completing their notecards I would collect them. I would complete this activity to have as a reference for myself as I start to get to know my students. I would ask for their preferred contact because students often have a parent who they would prefer that you call first. Asking for a fun fact gives me a piece of information to help me remember individuals more quickly and gives a piece of information for me to discuss with the students to build a rapport.

(3) After completing the notecard I would then give a brief introduction of myself using a single PowerPoint slide. I would include personal details about myself including my dog Akita, my love of skiing, running, and hiking, my love of Roanoke College, coffee, and a little bit about how I grew up in Hershey, Pennsylvania.
Next would then go through an icebreaker activity with the students to help learn their names and a little bit about each student. An icebreaker that I might use would be a partner introduction activity. In this activity partners interview their seatmate and then introduce them to the class. To scaffold this activity I would give students a few sample “questions” for example: What movie did you see recently? What was your favorite activity this past summer? What is your favorite hobby? I would then have the students give me suggestions of their own. I would ask the students to pick their three favorite questions to ask their partner. After 10 minutes I would ask the students to stand up and introduce their partner to the class.

Next I would go into my syllabus highlighting my grading policy, homework policy, policies for technology, classroom expectations, late work policy, the honor code (if applicable), my classroom rules and my discipline policy. I would follow the school system’s policies per required. The examples below is my NHS syllabus for 2014-2015 and as such follow the Roanoke County School’s policies.

Finally as my last activity I would present my five classroom rules to my students. I would use white butcher paper and have each of the rules written out. I would then ask my students what each of the rules meant to them, and why they think it would be an important rule to follow. This opportunity would give the students the chance to review the rules and recognize what they all mean. I would
compile their responses onto a handout for each class, which would be posted on the classroom website as well as printed out and copied and handed out on the second day of class for each of the students to keep in their notebooks.

(7) After outlining my classroom expectations and going over the classroom rules I would hand out copies of my rules, expectations, a syllabus signature sheet, and the student contract. I would have students complete these signatures for their first homework assignment. They syllabus signature sheet includes a request for materials, a correspondence agreement, and a multimedia agreement in order to make sure that parents have agreed to e-mail correspondence from the teacher with their student, and that they have agreed that it is okay for their student to watch a selection of movies in class. This covers legal responsibilities of the parent to protect the teacher from ramifications from a parent not being informed of their child's activities in the classroom.
Northside High School
Course Syllabus
2014-2015

Course Title: Biology

Course Instructor(s): Miss McManaway

Room:

Instructor’s E-mail Address:

Course Textbook/ Supplemental Materials:
- Holt, Biology
- Blackboard Online
- Laptop Computer with charged battery
- Roanoke County Science Safety Contract

Materials needed for class:
- 3-ring binder, paper, pack of colored pencils, and writing utensils (black or blue pen and pencils)
- One spiral bound 1 subject notebook or composition notebook (for problem of the day) to be kept in the classroom.
- Anything you can provide from the shopping list provided on the last page

Course Description: Biology is designed to provide students with an understanding of living systems. Emphasis is placed on the skills necessary to examine scientific explanations, actively conduct controlled experiments, and analyze and communicate information. The design of this course is based on Roanoke County curriculum guide for Biology which was adapted by the Virginia Department of Education.

Assessment: Student’s knowledge will be assessed either formally or informally. Grades will come from the following: Tests (projects will be counted as test grades) Quizzes, Class work, Homework, Labs, Group work/Participation, and Problem-of-the-Day. Students will take a cumulative midterm and final. The Virginia SOL Biology Exam will be given in May.

Grading System:
The Roanoke County Schools grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Grades in this class will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Labs</td>
<td>20%</td>
</tr>
<tr>
<td>Classwork/homework</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Problem-of-the-day notebook</td>
<td>5%</td>
</tr>
</tbody>
</table>

Homework: Teachers will follow the Roanoke County Public Schools Homework Policy 6.14, Revised June 13, 2014. (See details below)
## Course Outline/pacing chart:

<table>
<thead>
<tr>
<th>Biology Concept</th>
<th>SOL</th>
<th>Block Pacing</th>
<th>Book Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scientific Method</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Features of life</td>
<td>2; 3c; 5b</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Chemistry of life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Water chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Structure and function of macromolecules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Nature of enzymes</td>
<td>1 h; 2 a, b, c</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4. Ecology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Abiotic and biotic factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Levels of the ecosystem</td>
<td>8; 1a</td>
<td>7</td>
<td>4-6</td>
</tr>
<tr>
<td>➢ Interactions within and among populations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Nutrient cycling and energy flow</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>➢ Succession</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>➢ Effects of natural and human activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>➢ Flora, fauna and microorganisms of VA</td>
<td></td>
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<tr>
<td>5. Microscope</td>
<td>1 h, i</td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td>3 a, b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Cells</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>➢ Cell Theory</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>➢ Prokaryotes and Eukaryotes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Activities of single cell vs. whole organism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Cell membrane</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Impact of surface area to volume on life processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>7. Cell Transport</td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>➢ Diffusion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Osmosis</td>
<td>3 c, d, e</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>➢ Active Transport</td>
<td></td>
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<td></td>
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<tr>
<td>➢ Impact of surface area to volume on material transport</td>
<td></td>
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<td></td>
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<tr>
<td>8. Photosynthesis &amp; Respiration</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>➢ ATP</td>
<td>2 d; 8 b</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>➢ Capture, storage, transformation, and flow of energy</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>9. Mitosis/Meiosis</td>
<td></td>
<td></td>
<td>10, 11</td>
</tr>
<tr>
<td>➢ Impact of surface area to volume on cell division</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Cell growth and division</td>
<td>5 a, b, c</td>
<td>3 e</td>
<td></td>
</tr>
<tr>
<td>➢ Gamete formation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Cell specialization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. DNA/RNA/Protein Synthesis</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>➢ Structure of DNA</td>
<td>5 e, f, g</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>➢ Genetic variation</td>
<td>h, i, j</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Replication of DNA</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>➢ Transcription and translation</td>
<td></td>
<td></td>
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<tr>
<td>➢ Use, limitations, misuse of genetic information</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>➢ DNA technologies</td>
<td></td>
<td></td>
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<tr>
<td>11. Genetics</td>
<td></td>
<td></td>
<td>12, 14, 15</td>
</tr>
<tr>
<td>➢ Introduction to genetics</td>
<td></td>
<td></td>
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<tr>
<td>➢ Prediction of inheritance of traits based on Mendelian laws of heredity</td>
<td></td>
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<td></td>
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<tr>
<td>➢ Non-Mendelian patterns of inheritance</td>
<td></td>
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</tr>
<tr>
<td>➢ Genetic engineering, Human Genome Project, and cloning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Evolution and Natural Selection</td>
<td>7</td>
<td>8</td>
<td>16, 17, 19</td>
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<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>➢ Fossil evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>➢ Natural selection and adaptations</td>
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<td>➢ Emergence of new species</td>
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<td>➢ Biochemical similarities and differences among organisms</td>
<td>6 b, d</td>
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<tr>
<th>13. Classification of Organisms</th>
<th>3 a, b</th>
<th>18, 20-33</th>
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<tbody>
<tr>
<td>➢ Classification system based on structural and biochemical similarities and differences</td>
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<tr>
<td>➢ Archaea</td>
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<td>➢ Bacteria</td>
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<td>➢ Evidence supporting the germ theory of infectious disease</td>
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<td>➢ Human anatomy and body systems</td>
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<td>➢ Human health issues</td>
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<td>➢ Comparison of developmental stages in different organisms</td>
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<th>15. Review for SOL</th>
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<th>16. Dissection</th>
<th>1 a, h; 4 d</th>
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Classroom Policies and Expectations:

Computers: The use of computers in the classroom is for educational purposes only. Please bring your computer, charged, to class every day. Whether we use them is up to the discretion of the teacher. Non-educational use of computers during class is PROHIBITED, students found in violation of this policy will be penalized according to the student contract. Students who do not have their laptop in class on a day when they are utilized will follow the procedures for late work for partial credit.

Phones: Cell phones are to be turned on silent and put away in the student’s backpack during class. During tests and or quizzes cell phones should be turned off and put away in a zipped backpack. If students are found using a cell phone during a test or quiz, the teacher will take the test or quiz and the student will receive a grade of zero on the assignment. Students found in violation of this policy during class time will be penalized according to the student contract.

Classroom expectations:
- Students should be in their seats and working on the Problem-of-the-day when the bell rings.
- Be respectful of everyone in the class as well as their belongings. Respect school property.
- Listening to music during the class period will be permitted only when the student has completed all missing and current work.
- Keep the classroom and lab area neat and clean. All lab materials must be cleaned and put in their appropriate place before you leave.
- Four personal passes are allowed each 9 weeks (locker, restroom, etc.)
- Students may not leave the room for any reason (with the exception of the restroom, or nurse) until all classwork has been completed.
- You will be responsible for all equipment that you break. A replacement cost will be charged.
- No food permitted in the science room. You may bring a water bottle.

Late Work Policy:
- All work is due on the assigned due date. Work may be turned in up to 2 weeks late for partial credit. Work will not be accepted after assignment has been returned.
- Unexcused absences will follow school policy in regard to making up missed work.
- For excused absences, the student will be allowed to make up the missed work. It is the responsibility of the student to ask for and receive the work from the teacher the first day back.
- Bring laptops daily. All work is to be saved in “My Documents”. Students can access work stored here from the computers in the library.

Honor Code: Northside High School strictly enforces the Honor Code. The Honor Code implies that all work completed is the best individual effort of the student or group of students assigned to that work. The intentional sharing or receiving of work or information to which a grade is prohibited. All violations of the Honor Code will carry strict consequences.
Miss McManaway’s 5 classroom rules:

1. You are in charge of your own success
2. Our classroom is for learning first
3. We follow all instructions the first time
4. We respect each other and each other’s differences
5. I will work always to be the best I can be!

Discipline Policy:

If a student is found violating any of the above rules or classroom expectations the following discipline policy will be enforced. Offenses do carry over multiple days and do not have to be completed all on the same day.

First Offense: Receive a verbal warning from Miss McManaway

Second Offense: Receive a written warning from Miss McManaway and loss of participation points for the day

Third Offense: Parent phone call from Miss McManaway to discuss behavior violation with student’s parents, and loss of participation points for the day

Fourth Offense: Discipline referral written and sent to the principal and loss of participation points for the day
Please fill out and return this sheet!

Any donations of the following items would be greatly appreciated, as it will allow us to spend our money on chemicals and supplies we must order from supply companies. Thank you for your support.

---Tissues, Paper towels, Clorox wipes, Plastic Utensils, Ziplock bags, Yeast, Lemon juice---

We have read, discussed and understood the syllabus for biology.

Print Student Name: _____________________________________________________________

Student signature: _____________________________________________________________

Parent/Guardian signature: ______________________________________________________

Parent/Guardian e-mail: _________________________________________________________

Parent/Guardian phone numbers: ________________________________________________

Correspondence Agreement

I give my student permission to correspond through e-mail, with Miss McManaway.

E-mail address: _________________________________________________________________

Parent/Guardian signature: _____________________________________________________

Multi-Media Agreement

On occasion, we will watch movies that supplement the current unit or activity. Please sign below if you give your student permission to view these films. The following videos will be shown:

The Lion King          Finding Nemo          Contagion

Bill Nye               Wall-E               March of the Penguins

Parent/Guardian signature: _____________________________________________________
Student Contract

I ___________________ __________________ both understand and agree to adhere to the classroom rules and expectations set by Miss McManaway

If I ___________________ __________________ fail to follow the classroom rules and expectations set by Miss McManaway I understand that I will be disciplined according to Miss McManaway’s discipline policy.

First Offense: Receive a verbal warning from Miss McManaway

Second Offense: Receive a written warning from Miss McManaway and loss of participation points for the day

Third Offense: Parent phone call from Miss McManaway to discuss behavior violation with student’s parents, and loss of participation points for the day

Fourth Offense: Discipline referral written and sent to the principal and loss of participation points for the day

Note: Offenses carry over multiple days and do not have to be completed all on the same day for discipline to occur.

Miss McManaway’s 5 classroom rules:

6. You are in charge of your own success
7. Our classroom is for learning first
8. We follow all instructions the first time
9. We respect each other and each other’s differences
10. I will work always to be the best I can be!

Signature of Student ________________________________ Date _______________________________

Parent Name (printed) ________________________________

Parent Signature ________________________________ Date ________________________________

Signature of Teacher ________________________________ Date ________________________________
Research Proven Methods

http://www.sciencefriday.com/topics/biology.html#page/bytopic/1


http://www.edutopia.org/article/classroom-management-resources

Cooperative Learning

http://www.npr.org/blogs/ed/2014/10/24/357811146/curiosity-it-may-have-killed-the-cat-but-it-helps-us-learn

http://www.educationworld.com/back_to_school/

http://www.edutopia.org/

http://www.npr.org/blogs/13.7/2012/02/14/146857164/science-its-really-really-hard-and-thats-something-to-celebrate

http://www.scholastic.com/teachers/article/critical-first-week-high-school

https://www.youtube.com/user/sfgregs

http://www.techbridgegirls.org/


http://www.sharemylesson.com/

http://www.teacherspayteachers.com/

http://books.google.com/books?id=2zXcrHWhnDwC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

http://www.edutopia.org/blog/5-critical-categories-of-rules-richard-curwin
Trends in Peer Learning

The efficacy of a web based domain independent question posing