Bledsoe County High School
Honors Biology I Syllabus
2023-24
Instructor: Bridgett Loyd

Course Description:
The academic standards for High School Biology I establish the content knowledge and skills for Tennessee students in order to prepare them for the rigorous levels of higher education and future job markets. The course provides students with a wealth of experiences for both science practices and content knowledge needed in an ever changing world. The academic standards for Biology I are research-based, supported by the National Research Council's Framework for K-12 Science Education, and establish the core ideas and practices of science and engineering that will prepare students to use scientific thinking to examine and evaluate knowledge encountered throughout their lives. The major disciplinary core ideas utilized for Biology I include: From Molecules to Organisms--Structure and Process; Ecosystems--Interactions, Systems and Dynamics; Heredity--Inheritance and Variety of Traits; Biological Change--Unity and Diversity

Although science is a body of knowledge consisting of theories that explain data, science is also a set of practices that use analysis and argumentation to establish, extend, and refine knowledge. The science and engineering practices are used as a means to learn science by doing science. These practices are not intended to be a sequence of steps nor are they intended to be taught as a separate, introductory unit for the course. By combining content knowledge with skill, students discover how scientific knowledge is acquired and applied to solve problems or advance scientific knowledge further. In addition, there are seven crosscutting concepts that are fundamental to the nature of science and thus stretch across all science disciplines. The Biology I standards have been constructed by explicitly integrating practices and crosscutting concepts, iteratively and in combination, within each core idea to provide students with a well-rounded education in science. Tennessee's state mathematics standards are integrated into the science standards, specifically LS3.3. Special attention is given to science literacy through the use of the science and engineering practices. Students are required to gather information from reliable sources to construct evidenced-based arguments. Finally, STEM integration is supported both as a stand-alone disciplinary core idea as well as integrated into the life science core ideas.

Honors courses will substantially exceed the content standards, learning expectations and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students, independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing. ("Uniform Grading Policy," State Board of Education)

Materials and supplies:
-Composition book—Preferably college ruled
-Your school issued Chrome book or other laptop (charged)
-Folder with pockets, a small binder or a designated place within another binder for loose biology papers
-Pencil/pen
-Paper
-glue or tape
-other project supplies, as needed (poster board, markers, etc)
-$5 donation for lab supplies

Lab: Students are required to pass a lab safety exam and a test for identification of lab equipment. Lab safety is critical. There will be no clowning or horseplay. There will be no food or drink present in the lab area. Proper safety gear must be worn during labs or when handling lab equipment or chemicals.

Attendance: As with any class, attendance is crucial to your success. Please refer to your student handbook for details on the attendance policy and make-up work.

Grade Distribution:
Formal assessments (quizzes and tests): 25%
Prime Times (daily 5 question quiz): 10%
Daily work (assignments, group work, labs, homework): 25%
Honors projects: 15%
Composition book check: 10%
9 weeks tests: 15%
EOC percentage to be determined.

Students will have the opportunity to correct daily work for ½ credit back on their grade (except Prime Times). Students will have the opportunity to retake or correct quizzes and tests (I will announce prior to the test whether they will be able to retake or correct. Retakes will require completion of a retake assignment). Late work will be penalized with a 10% deduction in the score.

Additional Honors Class projects:
-Weekly article reading assignments.
-One experiment with a lab report and one poster project to be completed outside of class each nine weeks.
-Science fair project (dates announced later)

Classroom Expectations:
1. Please be on time and bring all necessary materials (book, composition book, paper and pencil/pen) to class every day.
2. Remember to use the restroom during your 5 minute break.
3. All school rules will be enforced.

*Infractions will be recorded in a notebook and signed by the student at the time of the infraction.

Extra Help: I am always willing to help you be successful in my class. If you need help, please ask me. I have 2nd period planning.

Honors Biology I Course Syllabus
Mrs. Loyd
bloyd@bledsoecountyschools.org
2023-24

Parents,

Please read the syllabus for this class and then place it in the student's folder. Please read, complete, and return this page.

Student's name:_____

Name of person(s) to contact about grades/behavior:

_____

Best contact number:_____

E-mail:_____

Is e-mail an acceptable way for me to send you progress reports if your student's grade starts to drop? _____

Your expectation for your child's grade in Honors Biology I:_____

Is there anything I need to know about your child that may affect his or her

learning?_____

_____

_____

I have read and understand the class syllabus for Honors Biology I.

Parent's signature:_____

Date:_____