

Bledsoe County High School  
Honors Biology I Syllabus  
2024-25  
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. The academic standards for all Tennessee science courses can be accessed at [https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17\\_III\\_J\\_Non-Substantive\\_Changes\\_to\\_Math\\_ELA\\_Science\\_Standards\\_Attachment\\_3\\_-\\_Science.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_3_-_Science.pdf)

Honors courses are high school courses that provide additional rigor and substantially exceed the academic standards 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 shall 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). An honors course shall also include a minimum of five (5) of the following components: (a) Extended reading assignments that connect with the specified curriculum. (b) Research-based writing assignments that address and extend the course curriculum. (c) Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point, or other modes of sharing findings. Connection of the project to the community is encouraged. (d) Open-ended investigations in which the student selects the questions and designs the research. (e) Writing assignments that demonstrate a variety of modes, purposes, and styles. 1. Examples of mode include narrative, descriptive, persuasive, expository, and expressive. 2. Examples of purpose include to inform, to entertain, and to persuade. Examples of style include formal, informal, literary, analytical, and technical. (f) Integration of appropriate technology into the course of study. (g) Deeper exploration of the culture, values, and history of the discipline. (h) Extensive opportunities for problem solving experiences through imagination, critical analysis, and application. (i) Job shadowing experiences with presentations which connect class study to the world of work. All course types, which meet the above framework, will be classified as honors and will be eligible for additional percentage point weighting. ("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.

**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 using notes): 10%
- Daily work (assignments, group work, labs, homework, preparedness): 25%
- Honors projects/assignments: 15%
- Composition book check: 10%
- 9 weeks tests (there is a final that you can be exempt from following the school guidelines): 15%
- EOC percentage is 15% of final grade
- Honors classes receive 3 bonus points to their final grade.

Students will have the opportunity to correct assignments, quizzes and tests for ½ credit back on their grade (except Prime Times). All corrections must follow instructions given for how to earn credit back. Late work will be penalized with a 10% deduction in the score until it is more than 5 days late and then the maximum grade will be a 60. If you are absent, you have 5 days to turn in make-up work.

**Honors Class projects/assignments:**

- Weekly article reading assignments.
- One experiment with a lab report and one poster project to be completed outside of class each nine weeks (excluding the 3rd 9 weeks)
- Science fair project (3rd 9 weeks)

**Classroom Expectations:**

1. Please be on time and bring all necessary materials (book, composition book, paper, pencil/pen, and charged computer) to class every day.
2. Remember to use the restroom during your 5 minute break. If you need to use the restroom during class time, your cell phone must be placed on Mrs. Loyd's desk (unless it is in the cell phone holder at the back of the room)
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.

Honors Biology I Course Syllabus  
Mrs. Loyd  
[bloyd@bledsoecountyschools.org](mailto:bloyd@bledsoecountyschools.org)  
2024-25

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: \_\_\_\_\_