

**FORSYTH COUNTY COURSE SYLLABUS
2015-2016**

COURSE TITLE:	Honors Biology		
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Course Description: Students will investigate biological systems at the molecular, cellular, and macrobiological level. Hands-on laboratory exercises will be provided to assist students in their understanding of biological themes incorporating cellular biology, genetics, DNA technology, evolution, and ecology. Projects will be required with each unit of instruction along with reading assignments.



Standards: Course Standards can be found at www.georgiastandards.org.

Learning Resources/Textbook(s): With the emergence of technology as a tool for learning, South Forsyth High School will be utilizing various resources to assist with instruction, including its Learning, online textbooks, and interactive websites. In addition to these web based instructional tools, this course will also have a classroom set of textbooks. Should you feel that your child would benefit from having a textbook at home in addition to the classroom textbook, please contact your child's teacher.

Instructions for access to the on-line text can be found on [itslearning](#).

Required Assignments: There will be at least 10 unit tests during the course as well as various performance based assessments that require writing, research, and creativity. The number of formative grades such as quizzes, homework, etc. will be determined along the course of the school year.

Course Materials:

- Pens – blue or black ink
- Pencils
- Loose leaf notebook paper
- Graphing paper
- Three ring binder (1.5 inch) dedicated to Biology only
- Dividers (10)
- USB or flash drive

Availability for Extra Help: I am available during IF/Advisement in addition to Monday and Friday mornings from 7:45 - 8:15 and Wednesday afternoon from 3:40 – 4:15. I am available other times by appointment. Please let me know ahead of time that you are coming in so that I can devote my full attention to your needs.

Makeup Work: When students are absent from school, they are responsible for all missed work and assessments. A student who is absent on the class day immediately before a regularly scheduled assessment/assignment will be responsible for completing the assessment/assignment on the regularly scheduled day and time. Students who have been absent more than two consecutive days (including the assessment day) will be given five (5) school days to make up the assessment and/or other assignments. This does not include major projects, research papers, tests, etc. where the deadline/date has been posted in advance. The teacher has the discretion to grant a longer period of time to make up work if there are extenuating circumstances. Long-term projects must be turned in on the previously scheduled date. If a student is absent on that day, they must turn in the project the day they return to possibly receive full credit.

Late daily assignments can be turned in. Assignments turned in late will earn a maximum grade of a 70%. All late work must be turned in by the unit test. Once that unit test is over, no daily (formative) assignments will be accepted.

A daily synopsis of class and any handouts given out in class will be posted on ItsLearning. We will also utilize ItsLearning as a communication resource. Below are the following websites where these resources can be found:

<http://www.forsyth.k12.ga.us/schools/staff.asp?stID=2279>

<https://www.itslearning.com>

Grading Calculations:

Course Average = 40% (1ST Sem. Course Work) + 40% (2ND Sem. Course Work) + 20% EOCT

1ST & 2ND Semester Course Work = 75% Summative + 25% Formative

Concept of formative assessment: <http://pareonline.net/getvn.asp?v=8&n=9>

Grading Policy:

A = 90 – 100

B = 80 – 89

C = 70 – 79

Failing = Below 70

**Formative Assessments include, but are not limited to homework, class work, practice tests, rough drafts, and sections of projects/research papers/presentations. They provide practice while learning. These assignments, observations, and conversations are used to inform both the teacher and student about the learning process and lead to potential success on summative assessments. They count at 25% of each semester average.*

**Summative Assessments include, but are not limited to unit tests, final projects, final essays, final research papers, and final presentations which integrate multiple standards. These grades reflect student mastery of standards after the learning activity is completed and count as 75% of each semester average.*

*The **End-of-Course (EOC)** Test is a cumulative standardized assessment which counts as 20% of the overall course average. It is given upon completion of a specific course. EOC courses are determined by state graduation requirements.*

Work Habits are behaviors that have the potential to increase academic achievement, promote lifelong learning, and foster personal accountability.

Middle and High School Work Habit Categories and Scoring
1: Does not meet 2: Successful 3: Exceeds

Responsibility (RE)

The student adapts to classroom practices.

1. Requires frequent redirection; strays off-task; disrupts learning environment; fails to follow class procedures.
- 2. Is a self-starter; remains on-task; asks questions for clarifications when needed; applies strategies for meeting learning goals; follows class procedures.**
3. Displays independent initiative; maximizes opportunities; solves problems.

Participation (PA)

The student pursues learning through active involvement.

1. Disengages from the learning environment; responds only to teacher prompts.
- 2. Engages in activities and discussions.**
3. Leads others to participate; explores new class ideas and approaches.

Assignment Completion (AC)

The student completes work by the designated time/date and according to directions.

1. Fails to complete assignments or submit work; struggles to follow directions.
- 2. Produces completed work on a consistent basis by the designated time/date; follows directions.**
3. Demonstrates new applications and examples of standard; exceeds assignment expectations; extends personal learning.

Interpersonal Skills (IS)

The student interacts with others to create a positive learning environment.

1. Lacks flexibility when working with peers; isolates self.
- 2. Works well with peers; listens and speaks respectfully; questions ideas rather than the person.**
3. Adjusts to a variety of classroom roles; mediates; influences others to learn.

Honors Biology Syllabus

I have read and understand the requirements and policies presented in the syllabus.

Student Name (PLEASE PRINT) _____

Student Signature _____

Date _____

Parent Signature _____

Date _____