



**ORGANIZED<sup>®</sup>**  
**B I N D E R**

Guide for K–12 Coaches

Dear Coaches (educators, parents, guardians, support providers and tutors),

We are honored you chose Organized Binder as a tool to help your student. This guide is designed to introduce you to Organized Binder: Student and give you tips for how to best support your student with the system. If you desire further information please visit [www.organizedbinder.com](http://www.organizedbinder.com) or contact us at [info@organizedbinder.com](mailto:info@organizedbinder.com).

Organized Binder: Student is designed for students who find themselves in class(es) that do not use Organized Binder: Teacher. There is a growing body of research showing that students succeed at much higher rates when they employ the noncognitive skills embedded in Organized Binder.

The directions in this guide are provided to help Coaches gain a better understanding of how to support their student as they use this system. These instructions also guide students to successfully implement Organized Binder: Student in their classes. The student implementing this version is likely to be the only person using Organized Binder in their class, therefore the Coach's support is paramount. Be sure to schedule adequate time to regularly meet with your student.

Following these steps with fidelity (including color options and copies which can be found in the appendix) is critical for the student's success. Each student needs a one-inch three-ring binder for every subject in which they plan to use the system. If the student has multiple classes on a given day, it's acceptable to make an exception and incorporate multiple Organized Binders into a larger binder (two or three inch) separated with dividers.

Note: It is helpful if you print the pages of Organized Binder before reading this explanation.

Sincerely,



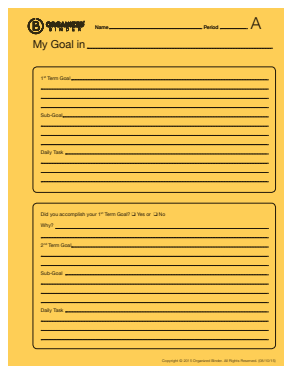
Mitch Weathers  
*Founder and Creator*

## Overview

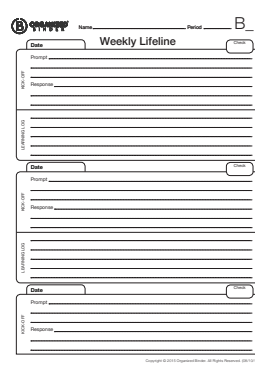
Organized Binder is a system that supports student learning through an organized and predictable classroom routine. Using this system, students learn how to set academic goals, manage their time, maintain a personal calendar, get and stay organized, develop effective studying habits, and more. Students are more successful at accessing and mastering the Common Core Content Standards and objectives in a class when they have exposure to these non-cognitive behaviors.

## The System

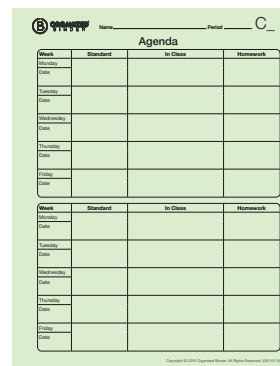
Organized Binder: Student is designed to be simple to use both for the student and the Coach. It is composed of six pages - labeled A-G (Page E is the course syllabus) which are filed alphabetically in the student's binder. Pages B, C and G are used every day a student attends class. On occasion page F will be used. Pages A and D are used at various times throughout the school year.



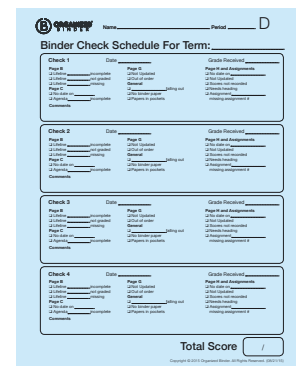
A-Goals



B-Weekly Lifeline



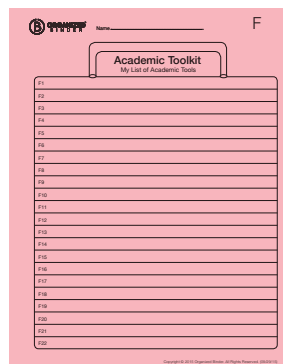
C-Agenda



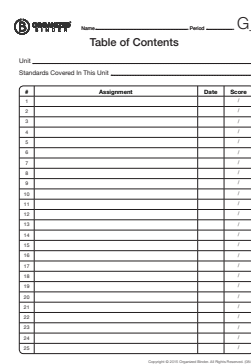
D-Binder Check



E-Syllabus



F-Academic Toolkit



G-Table of Contents

**ORGANIZED BINDER** Name Your Name Here Period 1 **A**

My Goal in Biology

1st Quarter Goal My first quarter goal in Biology is to pass the class.

Sub-Goal I can pass Biology if I come to class on time each day.

Daily Task I can get to class on time if I set my alarm for 7am and get up when it rings.

Did you accomplish your 1st Quarter Goal? ☒ Yes or ☐ No

Why? I was not late to class, because I woke up when my alarm rang.

2nd Quarter Goal My second quarter goal is to earn a B in the test category.

Sub-Goal I can earn a B in the test category by asking questions in class when I don't understand something.

Daily Task I can ask questions during class if I pay attention in class and follow along with the teacher.

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**ORGANIZED BINDER** Name Your Name Here Period 1

Did you accomplish your 2nd Quarter Goal? ☐ Yes or ☒ No

Why? I didn't get a B in the test category, because I got distracted by my friends during class.

3rd Quarter Goal My third quarter goal is to not get distracted by my friends during class.

Sub-Goal I can not get distracted by my friends by not sitting next to them in class.

Daily Task Everyday I will sit next to someone who is focused and can help me when I need help.

Did you accomplish your 3rd Quarter Goal? ☒ Yes or ☐ No

Why? I made sure that I stayed focus during class and I didn't let my friends distract me.

4th Quarter Goal My fourth quarter goal is to get at least a B in Biology.

Sub-Goal I can get a B in Biology by going in to the teacher after class and getting help when I'm confused.

Daily Task I will go in after class every Tuesday and Thursday.

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## Copy Instructions

Front-side copy (one side) and three-hole punched on Gold paper

## Page A: Student Explanation

The Goals (Page A) are designed to teach students how to define and achieve their academic goals. These goals can be revisited as often as desired and multiple copies of this page can be made if one chooses to rework their goals at some point during the school year. The process is as follows:

- The student thinks of their goal for a set time period (usually a quarter or trimester)
- Articulate that goal in one or two complete sentences by finishing the sentence starter, “My Goal in...”
- Next, the student brainstorms at least three things that he/she has either done in the past to be successful in school or strategies he/she has heard will help you achieve the goal (i.e. What makes successful students successful?).
- Record those three strategies where it says “Sub-Goal” on Page A. Be sure to use complete sentences when writing them. You may want to use the following sentence starter, “To accomplish my Goal in (insert name of class here) I will...”
- Be sure that each Sub-Goal reflects a singular skill or strategy. Meaning, do not write a sentence like the following, “In order to accomplish my goal in English I will take notes each day in class, do all my homework, and study for all quizzes and exams.” Instead, if you have identified these



three skills as your Sub-Goals, separate them out into three Sub-Goals and make each into its own complete sentence.

- Now that the Goal and Sub-Goals are established the student needs to consider three Daily Tasks. Daily Tasks help the student accomplish his/her Sub-Goal (not the Goal) and are action items that can be done each day. For example, if one of my Sub-Goals is to do all of my homework then my Daily Task might be, “To accomplish all of my homework (Sub-Goal) I will sit down at the desk in my room every day at 4:00 p.m. and work on it until my homework has been completed.”
- Create Daily Tasks for each Sub-Goal and remember that these help students accomplish Sub-Goals, not the Goal.

### Page A: Coach Support

Coaches are to complete the Goals page together with your student(s). When they write their goals be sure they are using grammatically correct academic English. It is important that these goals are relevant to and realistic for your student at their current academic standing. For example, if a student has traditionally struggled in science courses, then a realistic goal for Biology during the first quarter may not be earning an A but simply passing the class. The more you discuss goal setting with your student the more likely they are to succeed.

Once students have set their Goal for each class it is important that you help them identify three skills or strategies that will help them accomplish that goal and then articulate each in its own sentence. The best way to help students identify these Sub-Goals is to ask them what they already do to help them achieve. If they do not have any ideas then you will have to suggest a few to start the conversation. Some of these might include: completing all work in class, doing all their homework, studying for tests, taking notes in class (even if they are not asked to do so), reviewing notes from class each day, keeping an organized binder, staying on task in class, going to bed at a decent hour, etc.

Once the Goal and Sub-Goals have been determined, have a conversation with your student about how to accomplish each Sub-Goal. The idea is to help students identify a clear action item, or Daily Task, that will help them achieve their Sub-Goals. For example, if one of the Sub-Goals for your student is to accomplish all of their homework then their Daily Task might read, “To accomplish all of my homework I will sit down at the desk in my room at 4:00 p.m. every day and work until my homework has been completed.” Each Daily Task addresses a specific Sub-Goal and is something a student can do!

### Notes

**ORGANIZED BINDER** Name Your Name Here Period 1 **B<sub>1</sub>**

## Weekly Lifeline

**Monday Jan 6, 2016** Check 3

**Prompt** List everything that you know about nerves and/or nerve cells.

**KICK-OFF**

**Response** • they give you feeling (skin/hands) & sensations  
• neurons can be in your brain  
• have dendrites & axon terminals

**LEARNING LOG**

Today we reviewed things that we learned about nerves and neurons in biology. I also learned that there are two parts of the nervous system, called the central nervous system (CNS) and the peripheral nervous system (PNS). I also learned that neurons have myelin sheaths.

**Tuesday Jan 10, 2016** Check 2

**Prompt** List the function of the following parts of a neuron: Dendrites, cell body, axon & synaptic end bulbs.

**KICK-OFF**

**Response** Dendrites: conduct impulses towards cell body. Cell body: where proteins are produced for dendrites. Axon: conducts nerve impulses away from cell body. Synaptic end bulbs: vesicles release neurotransmitters.

**LEARNING LOG**

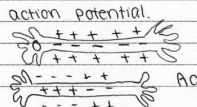
Today I learned that the functions of neurons are irritability, to respond to a stimuli, and conductivity, the ability to transmit an impulse. Also, when neurons are resting, the inside of the axon has a negative charge while the outside has a positive charge.

**Wednesday Jan 17, 2016** Check 4

**Prompt** Draw a neuron in resting potential (state) and one in action potential.

**KICK-OFF**

**Response**



Resting potential      Action potential

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**ORGANIZED BINDER** Name Your Name Here Period 1 **B<sub>1</sub>**

**Thursday Jan 8, 2016** Check 4

**Prompt** 1. Describe the likely structural difference between gray matter and white matter.  
2. What is their likely functional difference?

**KICK-OFF**

**Response** 1. Gray matter is unmyelinated, while white matter is myelinated.  
2. Gray processes sensory input, white motor changes & nerve impulses.

**LEARNING LOG**

Today I learned that in nerves, endoneurium surrounds each fiber, groups of fibers are bound into fascicles by perineurium and fascicles are bound together by epineurium. I also learned that there are nerves that come out of vertebrate.

**Friday Jan 9, 2016** Check 3

**Prompt** What is one thing you want to know about the brain?

**KICK-OFF**

**Response** I want to know about brain injuries and how brain cells can repair themselves, if at all. Also, how injuries to certain parts of the brain can affect the person.

**LEARNING LOG**

Today I learned that the frontal lobe regulates decision making, problem solving, controls purposeful behaviors, consciousness and emotions. The primary motor cortex is responsible for regulating voluntary movements.

**Learning Log Starters**  
Your sentences may begin like the following examples or you can make up your own complete sentences.  
• In class today I learned... • In this lesson I learned about...  
• Although I learned about... in class today, I am confused about....

**Weekly Grade**  
5 / 15

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## Copy Instructions

Front to Back (two-sided) and three-hole punched on **White** paper

## Page B Student Explanation

The Weekly Lifeline is designed to help students review what they have learned each day in class and get ready for the next day's class.

## Kick-Off Question Process

- Students will use one copy of the Weekly Lifeline per week in their Organized Binder; these are supplied if you purchased the binder as opposed to the digital download (If you purchased the digital download be sure to follow the copy directions in the appendix). Each page gets a number that is written next to the "B" in the upper right-hand corner. For example, B1, B2, B3, which corresponds to each week of the semester or trimester. Record the correct date for each day of the week.
- Before each class period (this can be done in class before the bell rings while the student is sitting in class, or the afternoon before at home, or in another class working with the Coach) students are to think back to the previous class period/lesson and generate a question that will summarize the central topic from that class. For example, if we learned about photosynthesis in Biology the last time class met, my Kick-Off Question for the next day might be, "What are the products created during photosynthesis?"
- Record this question where it says, "Question" in the "Kick-Off" area of the Weekly Lifeline. Next,

answer that question as thoroughly as possible. For example, the answer might read, “Oxygen and Glucose”. Use all notes, assignments, or materials available to thoroughly answer the question.

- Note: this is a very elementary example; the better the Kick-Off Questions the more likely the student will be to learn and retain the material. For example, a student seeking a deeper understanding might ask, “How have modern humans impacted photosynthesis and the carbon cycle and what impact does this have on climate change?”

**The process is as follows for the Learning Log:**

- Each class period before leaving the classroom, students are to pause for a moment and reflect on what they learned or what part of the lesson may have caused them confusion. It is important that this step take place in class and not after the student has left the classroom. Therefore, it can take place the last few moments of class, if there is time or after the bell rings to dismiss students.
- Next, the student is to write one or more complete, grammatically correct sentences in English about what they learned or are confused about from that class period where it says “Learning Log” on their Lifeline (Page B).
- It is critical that students, when writing these Learning Logs, do their best to use academic English that is grammatically correct as well as use their best penmanship.
- If students are having trouble starting these sentences they can refer to and use the sentence starters on the bottom of the backside of the Lifeline.

**Page B Coach Support:  
Weekly Lifeline in General**

- The Weekly Lifeline is designed to serve as a daily check-in between the Coach and student. Ideally, the Coach and student will sit down for a few minutes before a student begins their homework for the evening and will discuss the day at school. The Coach is to look over the Kick-Off Questions from all classes to be sure they are both accurate (grammar) and authentic (content), then read the Learning Logs and comment on both the grammar and content of the reflection. If any changes need to be made to the Kick-Off Questions or the Learning Logs in response to what the Coach says or writes the student should make those changes before starting their homework for the night.

**Kick-Off Question**

- The student generates Kick-Off Questions on the student version of Organized Binder. However, if a Coach works closely with a student or group of students, they can generate the question, as is done in a traditional classroom setting with the teacher version of the system.
- Students will most likely begin with Kick-Off Questions that are low on Bloom’s Taxonomy (see diagram below), this is a good starting place. For example, these early Kick-Off Questions will consist of basic recall of information or summarizing from the lesson. The goal of the Coach is to work with the students, catalyzing their ascent up Bloom’s Taxonomy to include higher order thinking such as recognizing trends, evaluating outcomes, or inventing and designing.
- It is critical that Coaches check whether students are asking Kick-Off Questions that summarize the content standards or objectives covered in class each day. If this is the case, by the end of a


semester students will have 90 content standards-based questions and answers from which to study for a cumulative final exam. Therefore, the more effort they put into writing authentic Kick-Off Questions and answering them on a daily basis the more likely the student will succeed when studying for exams.

### **Learning Log**

- Coaches are to read over the Learning Logs on a daily basis and discuss what students have written. The Learning Log incorporates many skills important for student success. First, each Learning Log is daily practice of communication in grammatically correct academic English. In our ever increasing digital age all students need this practice, not just students for whom English is a second language. Please be sure to comment on and discuss proper grammar and sentence structure when reviewing the Learning Log with the student.
- The Learning Log is an opportunity for students to practice metacognition. Metacognition can be defined as thinking about one's thinking, and research shows that retention is greatly increased when students reflect in this manner (Roediger, H. L., & Karpicke, J. D.). A Coach is looking for the student who can tell them about their learning, not simply what they learned. For example, if a student says in their Learning Log, "Today I learned how to add fractions." They are telling you what they did in class, not what they learned. A Coach might ask a student to complete that sentence by removing the period at the end of the sentence and replacing it with a comma, "Today I learned how to add fractions,..." then prompt the student to try to complete that sentence. Such as, "Today I learned how to add fractions, and that you must first find a common denominator before you can add the numerators."
- It is advantageous if the Coach proofreads with written comments the Learning Logs before students update them. This helps students see their grammatical and punctuation errors.

### **Notes**





**ORGANIZED  
BINDER**

Name Your Name Here Period 1

**C**


### Agenda

Week	Standard	In Class	Homework
Monday Date Jan. 5, 2015	Begin the Nervous System	-Article review -Nervous system overview -Intro to nerve cell/tissue	Finish #3 & 4
Tuesday Date Jan. 6, 2015	Anatomy & Physiology of a Neuron	-Nerve transmission intro -Complete #5 & get stamped -Film nerve transmission	Complete #7
Wednesday Date Jan. 7, 2015	Nerve Impulse Speed	-Turn in #7 -Review Nerve Transmission -How fast are your reflexes?	Finish #9
Thursday Date Jan. 8, 2015	The Spinal Cord Intro	-Stamp #9 -Structure of a neuron -The Spinal cord	Finish #12
Friday Date Jan. 9, 2015	Mapping the human brain	-Continue/begin brain notes -Student lecture research -Finish spinal cord	Finish #13

Week	Standard	In Class	Homework
Monday Date Jan. 12, 2015	Continue Blood	-Collect #5 -Blood Types -Continue Blood Notes	Get caught up if needed!
Tuesday Date Jan. 13, 2015	CCS: CCRA R.5	-Punnett Squares -Hematocrits -Blood typing	Finish #8
Wednesday Date Jan. 14, 2015	Finish Blood	-Turn in #8 -Finish RBC Notes -Human Systems Blood	Finish Human Systems: Blood
Thursday Date Jan. 15, 2015	CCS: CCRA R.2	-Turn in Human Systems: Blood -Immune system components -Magic Dr & checkpoints	Finish #13
Friday Date Jan. 16, 2015	Finish the Immune System	-Immune System Analogy -Human Systems: Immune System	Finish #14

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**ORGANIZED  
BINDER**

Name Your Name Here Period 1

### Agenda

Week	Standard	In Class	Homework
Monday Date Jan. 19, 2015	Review The Immune System	-Article Response #3 due -Immune system components -Extra credit opportunity	Catch up if needed
Tuesday Date Jan. 20, 2015	CCS: Literacy W.9-10.5	-Immune system components -Lymphatic system notes -Immune/Lymphatic video	Finish
Wednesday Date Jan. 21, 2015	Begin Endocrine System	-Add Lymphatic to Immune Human Systems page -Begin Endocrine Notes	Binder Check #3
Thursday Date Jan. 22, 2015	CCS: Literacy W.9-10.9	-Finish and turn in #18	NONE
Friday Date Jan. 23, 2015	Finish the Endocrine System	-Gland/Organ Research -Finish #19 -Catch up on human systems	Relax!

Week	Standard	In Class	Homework
Monday Date Jan. 26, 2015	Student Interest from Article Presentations	-Article Response #4 due -Presentations -Binder Check #4	Binder Check #4
Tuesday Date Jan. 27, 2015	Finish Brain Notes	-Concept Map #2 -Brain Redo -Title & CNS/PNS in human	NONE
Wednesday Date Jan. 28, 2015	Begin Summary of Nervous System	-Stamp #23 -Left or Right Brain? -Brain Quiz & Finish #23	Finish #23
Thursday Date Jan. 29, 2015	Finish Nervous System	-Guest Speaker! -Grade Brain Quiz -Finish & Stamp NS HSP1	Study for Exam!
Friday Date Jan. 30, 2015	NS Summative assignment	-Complete #1 -Turn in #5 -Take exam	NONE!

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## Copy Instructions

Front to Back (two sided) and three-hole punched on **Light Green** paper

## Page C Student Explanation

The Agenda is designed to be a place to record what is happening in class as well as any homework that may be assigned. Recording the Agenda should take no more than a minute during class. This may not be the case if the teacher does not post an agenda that is visible in class. Therefore, the student may have to update the "In Class" portion of the agenda retroactively when they are recording their "Homework" at the end of the class period. Students are to record the Agenda each day and each page is given a number to be written next to the "C" in the upper right-hand corner, similar to the Weekly Lifeline. For example, C1, C2, C3, etc.

## Page C Coach Support

The Agenda can appear to be a menial task and thus overlooked, but be sure that this does not happen. Studies on the success rates of incoming college freshman show a direct correlation between the student's ability to manage time and prepare for upcoming assignments and exams and student's ability to successfully graduate on time. Think of the Agenda as precursor to a personal calendar. Many Coaches use the Agendas from each subject area binder to teach students how to maintain and update a personal calendar that holds all important dates and assignments. The Organized Binder Agenda is a very basic agenda designed to provide students a starting point to learn the skill of maintaining a calendar.

**ORGANIZED BINDER** Name Your Name Here Period 1 **D**

## Binder Check Schedule For Semester 2

<b>Check 1</b> Date <u>8/2</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>82</u> incomplete <input type="checkbox"/> Lifeline <u>82</u> not graded <input type="checkbox"/> Lifeline <u>82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>82</u> <input type="checkbox"/> Agenda <u>82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
<b>Check 2</b> Date <u>8/9</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>82</u> incomplete <input type="checkbox"/> Lifeline <u>82</u> not graded <input type="checkbox"/> Lifeline <u>82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>82</u> <input type="checkbox"/> Agenda <u>82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <b>General</b> <input checked="" type="checkbox"/> <u>A</u> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
<b>Check 3</b> Date <u>4/13</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>82</u> incomplete <input type="checkbox"/> Lifeline <u>82</u> not graded <input type="checkbox"/> Lifeline <u>82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>82</u> <input type="checkbox"/> Agenda <u>82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input checked="" type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
<b>Check 4</b> Date <u>5/14</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>82</u> incomplete <input type="checkbox"/> Lifeline <u>82</u> not graded <input type="checkbox"/> Lifeline <u>82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>82</u> <input type="checkbox"/> Agenda <u>82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #

**Total Score** 100 / 100

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**ORGANIZED BINDER** Name Your Name Here Period 1

## Binder Check Schedule For Semester 1

<b>Check 1</b> Date <u>9/22</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>81, 82</u> incomplete <input type="checkbox"/> Lifeline <u>81, 82</u> not graded <input type="checkbox"/> Lifeline <u>81, 82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>81, 82</u> <input type="checkbox"/> Agenda <u>81, 82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
<b>Check 2</b> Date <u>10/20</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>81, 82</u> incomplete <input type="checkbox"/> Lifeline <u>81, 82</u> not graded <input type="checkbox"/> Lifeline <u>81, 82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>81, 82</u> <input type="checkbox"/> Agenda <u>81, 82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input checked="" type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
<b>Check 3</b> Date <u>11/17</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>81, 82</u> incomplete <input type="checkbox"/> Lifeline <u>81, 82</u> not graded <input type="checkbox"/> Lifeline <u>81, 82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>81, 82</u> <input type="checkbox"/> Agenda <u>81, 82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input checked="" type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #
<b>Check 4</b> Date <u>12/15</u> Grade Received <u>85</u> <b>Page B</b> <input type="checkbox"/> Lifeline <u>81, 82</u> incomplete <input type="checkbox"/> Lifeline <u>81, 82</u> not graded <input type="checkbox"/> Lifeline <u>81, 82</u> missing <b>Page C</b> <input type="checkbox"/> No date on <u>81, 82</u> <input type="checkbox"/> Agenda <u>81, 82</u> incomplete Comments	<b>Page G</b> <input type="checkbox"/> Not Updated <input checked="" type="checkbox"/> Out of order <b>General</b> <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	<b>Page H and Assignments</b> <input type="checkbox"/> No date on <input type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment missing assignment #

**Total Score** 100 / 100

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## Copy Instructions

Front to Back (two sided) and three-hole punched on **Light Blue** paper

## Page D Student Explanation:

Students, this page is designed to hold you accountable for following through with Organized Binder while in your classes. Your Coaches will check in with you on a daily basis to discuss your Weekly Lifeline and homework, but the binder check will also help you see how well you are organizing your assignments, updating your Agenda, etc. Once a month, according to a prearranged binder check schedule your Coach will collect and grade your binder.

## Page D Coach Support:

Coaches must set the binder check dates for the entire semester at the start of the semester. This is so that the Coach is sure to set aside the time to quickly check all subject binders (be sure to put binder checks on the Agenda (Page C) so students know when they are approaching). Because the binder check only evaluates the organization of the student's binders, this is not time to check on homework completion. The Coach is to start with Page A and quickly flip through each page in the Organized Binder to be sure all pages are updated. Are all of the Weekly Lifelines (Page B) present, completed, and in order? Another area of concern is whether or not the Agenda is being updated each day in class and whether or not the Table of Contents and Academic Toolkit are up to date. In addition, ensure pages do not have torn holes which could cause them to fall out, and that each binder has extra loose-leaf binder paper available at the back. Note: whether or not students have done all of their classwork or homework is a discussion for another time. The binder check is simply an assessment



of whether or not their binder is organized. Therefore, if a student has their Table of Contents updated but they are missing some of the work that should be present behind the Table of Contents, for these purposes this is okay. If anything needs updating please note it on the student's Page D so they can make those changes when you return their binder. This process should not take more than a few minutes if you are regularly checking in with your student regarding their binder.

**Notes:**


Name \_\_\_\_\_ Period **E**

## Sample Syllabus

### Course Syllabus and Expectations

#### Description

Welcome to Biology! This year long course is an advanced science course serving as a foundation for higher-level studies in Biology and other sciences. This course is intended to introduce students to some of the most important international aspects of current biological theory, methodology, and research. We will focus not only on scientific knowledge, but also on the scientific process, communication skills, and relevant ethical issues. The goal of this course is to establish links between Biology and other disciplines, and to explore some of the ways science is related to popular culture.

#### Objectives/ Expected School-wide Learning Results (ESLRs)

The objectives of this course reflect the objectives outlined in this High School's Expected School-wide Learning Results. More specifically, the following ESLRs will be targeted:

- **Lifelong Learners:** masters new knowledge and skills efficiently and confidently using a variety of techniques.
- **Analytical & Creative Thinkers:** actively listens, critically analyzes, and responds appropriately in a range of circumstances.
- **Ready & Career Focused Workers:** demonstrated basic work skills.
- **Investigators & Problem Solvers:** applies basic scientific skills and concepts to understand the natural world and to develop solutions to problems.

#### California Content Standards

This High School offers a comprehensive, standards-based program of study. Particular emphasis will be placed on the following overarching standards. For a more detailed description of each content standard and the corresponding sub-standards please visit <http://www.cde.ca.gov/be/st/ss/>.

##### Cell Biology

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.

##### Genetics

2. Mutation and sexual reproduction lead to genetic variation in a population.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
4. Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.

##### Ecology

6. Stability in an ecosystem is a balance between competing effects.

##### Evolution

7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.

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Name \_\_\_\_\_ Period \_\_\_\_\_

#### Physiology

9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
10. Organisms have a variety of mechanisms to combat disease.

#### Materials

The textbook we will be using is: *Biology* written by: Miller, Levine  
**All textbooks must be covered for protection!**

You will need to come to class everyday with the following materials:

1. A pencil and a pen
2. Your organized 1 inch three ring binder (including binder paper)
3. Your completed homework assignment

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## Copy Instructions


Provided by the teacher

## Student Explanation

Road map for the term

## Page E Coach Support:

Coaches familiarize yourself with the scope of the term.




Name Your Name Here Period 4 **F**

**Academic Toolkit**  
 My List of Academic Tools

F1	Cornell Notes on Anatomy vs. Physiology
F2	Structural Hierarchy of Living Things
F3	Human Biology Article Responses
F4	Human Systems Project
F5	Notes on Article Presentations
F6	
F7	
F8	
F9	
F10	
F11	
F12	
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F22	

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Name \_\_\_\_\_

F23
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F43
F44
F45
F46

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## Copy Instructions

Front to Back (two-sided) and three-hole punched on **Light Pink** paper

## Page F Student Explanation:

The Academic Toolkit is a place to store any assignments serving as resources you will use all year in class. For example, if a teacher hands out the Periodic Table of Elements in a Chemistry class and expects you to refer to it all year, then you would write the title of that resource on the list “My list of Academic Tools” and file it behind Page F. For each artifact listed on the Academic Toolkit there should be a corresponding letter and number handwritten in the upper right-hand corner of the page. For example, F1, F2, F3, etc.

Some of the assignments filed in the Academic Toolkit may be added to throughout the school year. For example, if you have an ongoing academic vocabulary list (one that is not chapter or unit specific) it would likely be filed in the Academic Toolkit and added to each time you learn a new word that you are required or want to remember. Other resources such as maps, tables, conversions, how-to's, etc. are stored in the Academic Toolkit for easy reference throughout the school year.

**Page F Coach Support:**

Coaches, it is important that you discuss with your student why they chose to file assignments in the Academic Toolkit and not the Table of Contents (Page G). You want to help students recognize resources they will need all school year in a class versus those that are unit specific (see section on Page F). Please be sure that all assignments filed in the Academic Toolkit are labeled correctly with F1, F2, F3, etc. that is handwritten in the upper right-hand corner of the page.

**Notes:**

## Table of Contents

Unit Nervous System

#	Assignment	Date	Score
1	Careers Related to the Nervous System	1/6	5/5
2	Nervous System Notes	1/6	5/5
3	Nervous System Concept Map	1/6	5/5
4	Parts and Functions of a Neuron Coloring	1/6	10/10
5	Ch. 9 Checkpoints Q&A #7&8	1/8	3/5
6	Nerve Impulse Film Worksheet	1/8	8/10
7	Ch. 9 Checkpoints Q&A #1-6	1/8	10/10
8	Overview of the Nervous System	1/13	5/5
9	How Fast Are Your Reflexes?	1/13	5/5
10	Structure of a Neuron	1/15	5/5
11	Building the Spinal Cord	1/15	13/15
12	Ch. 10 Checkpoints Q&A #1-7	1/15	10/10
13	Brain Notes	1/20	5/5
14	The Brain Stem	1/20	5/5
15	Ch. 10 Checkpoints Q&A #8-16	1/20	10/10
16	Left or Right Brain?	1/22	n/a
17	EyeBall Coloring	1/22	10/10
18	Hemisphere Dominance Inventory	1/22	8/10
19	Brain Pre-Quiz	1/26	3/5
20	Regions of The Brain: Student Lecture	1/26	9/10
21	Concept Map #2	1/27	5/5
22	Brain Re-do	2/3	2/5
23	Ch. 12 Checkpoints Q&A #1-5, #7, #10	2/3	10/10
24	Brain Quiz	2/5	15/15
25	Guest Speaker Notes	2/12	n/a

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#	Assignment	Date	Score
26			/
27			/
28			/
29			/
30			/
31			/
32			/
33			/
34			/
35			/
36			/
37			/
38			/
39			/
40			/
41			/
42			/
43			/
44			/
45			/
46			/
47			/
48			/
49			/
50			/
51			/
52			/
53			/

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## Copy Instructions

Front to Back (two-sided) and three-hole punched on **White** paper

## Page G Student Explanation

The Table of Contents is designed for students to easily and quickly organize their classwork, homework, and/or any assignment/paper in class. This can be done in class or when students meet with their Coach. At the start of each new unit a student should add a new Table of Contents page and record the name of the unit at the top where it says “Unit”. Each new Table of Contents is also given a number that is recorded next to the “G” in the upper right-hand corner so that each unit corresponds to the number next to the letter G. Unit 1 is G1, unit 2 is G2, unit 3 is G2, etc.

The only determination needing to be made when receiving or creating an assignment is whether it should be filed under the Academic Toolkit or the Table of Contents. All assignments in the Academic Toolkit are those requiring access throughout the school year. All assignments filed under Page G, the Table of Contents, are unit specific. For example, in a history class if I am given a map to the world while we are taking notes on the political differences of African nations, then the map would go in the Academic Toolkit (Page F) and the notes in Table of Contents (Page G) because they are part of my current unit on Africa.

When a student makes the determination that the assignment should be filed behind the Table of Contents, they write the title of that assignment on Page G where it says “Assignment”, and record the date it was assigned where it says “Date.” If the assignment has a point value, record its value and the score received where it says “Score”. Note: some assignments will not have a point

value in which case “n/a” should be written for the score. Once the Table of Contents has been updated with the title of the assignment, then the number on the Table of Contents to the left of the assignment’s title is written in the upper right-hand corner of the actual assignment. Therefore, assignment #1 on the Table of Contents has a #1 written in the upper right-hand corner, etc. At the end of a unit students are to staple all of their assignments in order behind the Table of Contents. By doing so students will create a unit packet that can be used to study from for a unit exam as well as the final exam. When students start a new unit be sure to start with a new

### Page G Coach Support

The Table of Contents is the place where Organized Binder diverges from most classroom organizational systems. Note that there are no dividers to segregate assignments based on the type of assignment but rather all are chunked in packets according the topic of the unit (which is likely standards aligned). Students may not be able to update the Table of Contents in class so be sure to check in with them each day when you are reviewing the Kick-Off Questions and Learning Logs. Often, students will return from school with a large pile of papers from all of their classes. Coaches then take a minute or two to review where each assignment should be filed, updating either the Academic Toolkit (Page F) or Table of Contents (Page G) and updating each assignment with the correct label either F1, F2, F3, etc. or #1, #2, #3, etc. During this time, be sure to update the point value for each assignment and record the score the student received on the assignment if applicable. If there is no point value record “n/a” for the score and if the student knows the point value but has not received a score then just fill in that value, for example, “ / 10”.

Coaches may need to check in with students to help students identify the end of a unit, in particular if the teacher does not give a study guide or a culminating assignment that marks the end of a unit. Some Coaches will type up the student’s Table of Contents and copy it on a color paper to be stapled to the front of the packet (see picture below) to differentiate each unit packet. Either way be sure that students get a new G page at the very beginning of each new unit! In addition, devise a system that works well for the student and the Coach of where to store the unit packets until the end of the semester or school year when they will be used to study for a cumulative final exam. Some teams store the packets in order in the very back of the binder in the three rings (behind the loose-leaf binder paper) while other keep the completed packets in an office or at home. Regardless of where the packets are stored be sure they are in safely kept and easily accessible for student and/or teacher review. Because these unit packets may not be stored in a student’s Organized Binder, it is critical that the student and Coach file in the Academic Toolkit (Page F) anything that might be referred to later in the semester or school year. One does not want assignments stored in a unit packet at home when they are asked to refer to them in class.

### Notes



The following sections explain the implementaion process and use of Organized Binder in further detail. Please contact us at [info@organizedbinder.com](mailto:info@organizedbinder.com) if you need further assistance.

**Sample Prompts ..... 18**

Weekly Lifeline quick-start prompt samples.

**Peer/Self Binder Check .....20**

This document is designed to help students be as successful as possible on the monthly binder check while saving teachers time! On the day of the Binder Check have students either exchange their binder with a neighbor or classmate or go through this exercise with their own binder. Students are to turn to each page in the binder they are checking and make comments on the Peer/Self Binder Check document. When students finish checking the binder they return it to its owner and the class is given a few minutes to fix all the mistakes in their binder before turning it in to the teacher to be checked. Once students have corrected the mistakes in their own binder they can recycle the copy of the Peer/Self Binder Check.

The following Weekly Lifeline prompts are examples you can use in your classes. They may also prove useful for developing prompts of your own.

## KICK-OFF

### Homework-based

- What was easy and what was difficult about the homework?
- What was something memorable in the reading assignment?
- What was the most interesting part of the reading assignment?
- What was your process for revising the essay that you're handing in today?
- True or False: I'm caught up on my reading for today. If false, tell me what's getting in your way.
- Tell me two interesting things you have discovered in your individual research.
- What is confusing or complex about our reading assignment?
- The reading for today was interesting because \_\_\_\_\_.
- Would you recommend this book to a college student friend? Why or why not?
- I am this far along in my next assignment (give the steps)
- My assignment was \_\_\_\_\_ because \_\_\_\_\_.
- The strength of my homework or assignment is \_\_\_\_\_.

### More interpersonal

- What is one thing I'm excited about and one thing I'm fearful about as I start this new semester?
- Yes, No, Maybe: I'm ready to roll this semester. (I've bought the books, my enrollment is settled, my financial aid is in place, my transportation and child care are set up, and I have a time management plan)
- Time for a monthly check-in: How are things going for you in this class? What are your concerns?
- What do I plan to do over spring break (or Thanksgiving)? Give one college-based goal and one fun activity

### Content-based from the previous day's lesson

- Explain the concept of \_\_\_\_\_ in your own words.
- When I think about the concept of \_\_\_\_\_, the part I'm still confused about is...
- What are three things to think about when you're looking for \_\_\_\_\_?
- Which essay (or topic) did you choose to work on for the next assignment? Why did you choose that one?

## LEARNING LOG

### Review of material

- Review the key ideas about \_\_\_\_\_ that we learned today.
- What are some important aspects about \_\_\_\_\_?
- Even though I understood \_\_\_\_\_, I still have questions about \_\_\_\_\_.
- In my own words, what does \_\_\_\_\_ mean to (give a key concept from the lesson)?
- What are two new things I learned about plagiarism today?
- When I make my own chart, the columns will be labeled:
- True or False: Now I can see how to solve this problem (or construct this assignment)

**Reflection questions**

What inspired you in today's group work?

- How will you take what you learned today and apply in to the assignment you're working on?
- What piece of advice from today's lecture will you remember?
- Now that you've received your midterm grade, what will you focus on for improvement in the last half of the semester?
- What aspect of the subject we're studying interests you the most?
- I feel prepared for our next assignment. Yes, No, Maybe. Explain.
- Reflect on the process of creating this assignment.
- I can see how the knowledge we gained today will be useful to me. Explain.

**Class feedback questions**

- Of the three segments in class today (name them), which was your favorite and why?
- True, False, or Maybe: Now I feel confident about \_\_\_\_\_. If you're not sure, ask me a question.
- What are the three stages I will prepare for the next class meeting?
- What was easy and what was difficult about the in-class assignment we just completed?
- Feedback please: How did this introduction to our next assignment go?

**Time management questions**

- Outline a time management plan for your next assignment: (give days leading up to it and steps needed)
- What do I still need to do for my assignment?
- I anticipate that this assignment will take me how long? When will I find time to do it?

**Directions:**

1. Check your binder or your partner's binder. If anything needs to be fixed, write it on this form.
2. Pages should be in the following order. Circle "Yes" or "No" and write any comments to help your partner fix his or her binder.
3. When you get your own binder back, fix everything so that your binder is ready for the upcoming Binder Check.

Binder owner .....

Peer checker .....

Contents	Missing?	Out of Order?	Torn Holes?	Heading missing or incomplete (first and last name, period, date, assignment #)	Comments
A	Yes No	N/A	Yes No	Yes No	
B (B1, B2, B3...)	Yes No	Yes No	Yes No	Yes No	
C (C1, C2, C3...)	Yes No	Yes No	Yes No	Yes No	
D	Yes No	N/A	Yes No	Yes No	
E	Yes No	N/A	Yes No	Yes No	
F	Yes No	N/A	Yes No	N/A	
F (F1, F2, F3...)	Yes No	N/A	Yes No	N/A	
G	Yes No	N/A	Yes No	Yes No	
G (G1, G2, G3...)	Yes No	Yes No	Yes No	Yes No	
Assignments (#1, #2, #3...)	Yes No	Yes No	Yes No	Yes No	
Binder paper (at least 5 pages)	Yes No	N/A	Yes No	N/A	

**General comments:**





## NOTES

[illegible]