



ORGANIZED[®]
B I N D E R

Guide for Families

Dear Parents, Guardians and Tutors,

We are honored your student's school or teacher has adopted Organized Binder. This guide is designed to introduce you to Organized Binder and give you tips on how to best support your student in classes that have implemented the system. If you desire further information you can visit organizedbinder.com.

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 when they get organized and stay organized. In addition, our system helps teachers save class time, reduce classroom management issues, model time management, teach study skills, and give students practice at thinking metacognitively on a daily basis.

The System

Organized Binder is designed to be simple to use. It is composed of seven pages and a syllabus—pages labeled A-H. Below is an overview of the System Pages of Organized Binder.



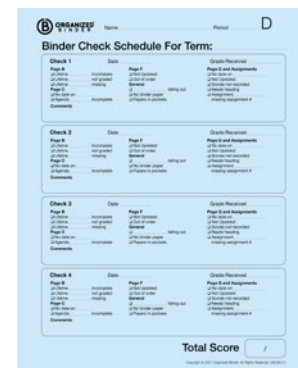
A-Goals



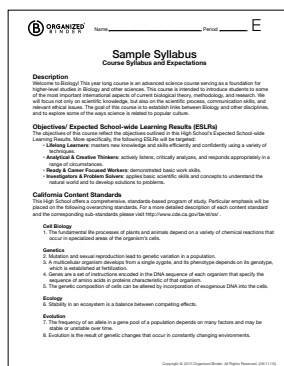
B-Weekly Lifeline



C-Agenda



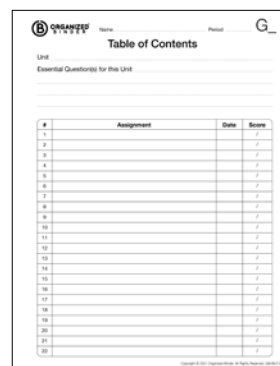
D-Binder Check



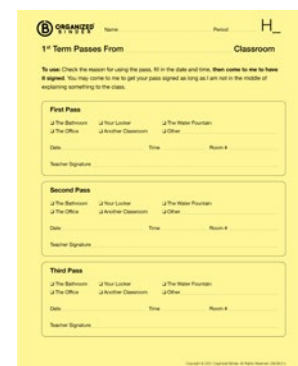
E-Syllabus



F-Academic Toolkit



G-Table of Contents

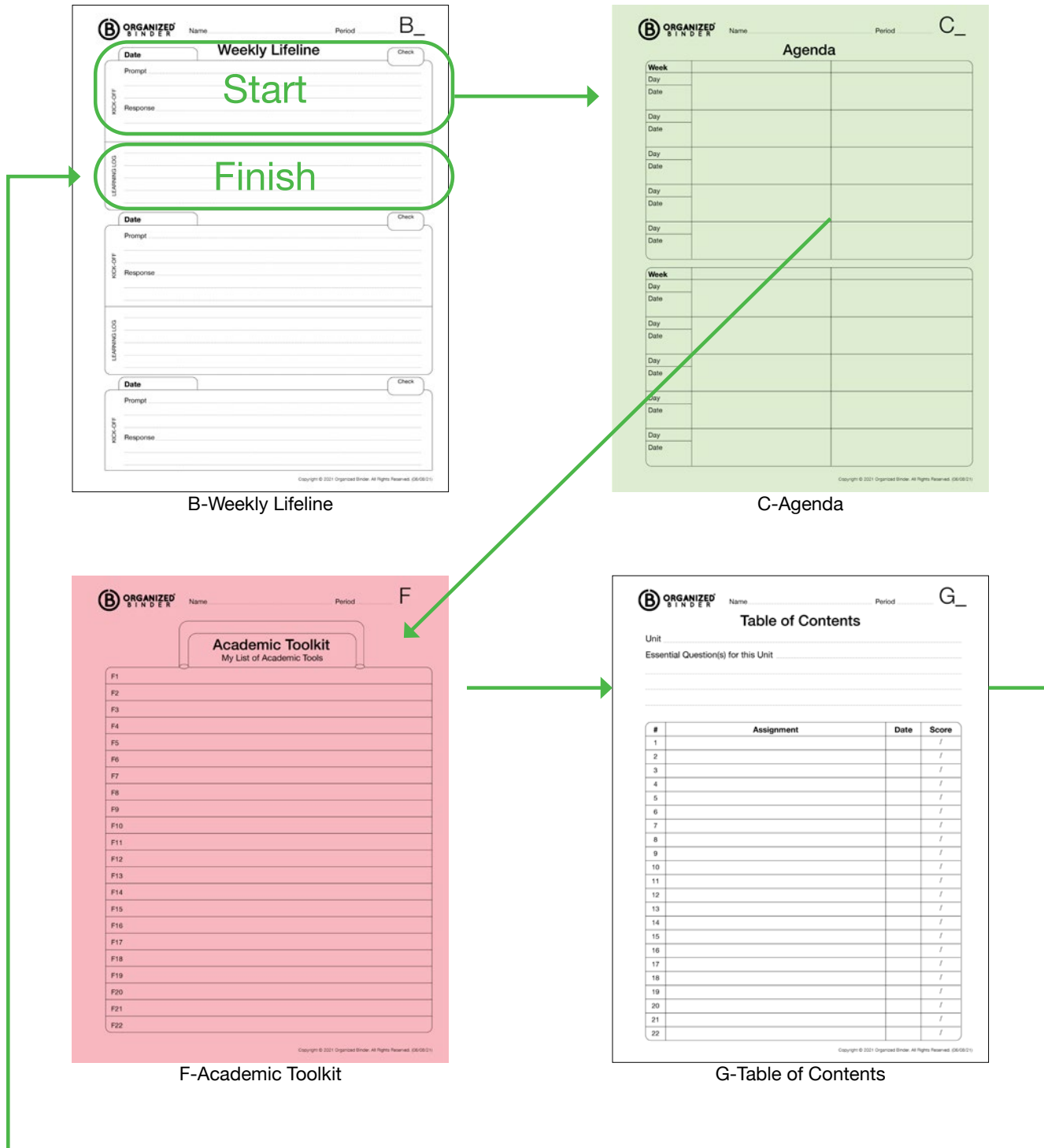


H-Passes

Pages used daily: Pages B, C, F, and G

Organized Binder ritualizes classroom routines; making the best use of every class minute. Each class period the teacher begins with a Kick-Off Prompt on the Weekly Lifeline (Page B). Next, the Agenda (Page C) for the day is completed. Third, the day's assignments are recorded in the Table of Contents (Page G). Finally, the lesson circles back to the Weekly Lifeline, where the student completes the Learning Log section. On occasion the teacher will reference the Academic Toolkit (Page F).

Sequence of pages used daily:



Page B: Weekly Lifeline

The Weekly Lifeline consists of the Kick-Off prompt and the Learning Log, which are used to begin and end class. Usually teachers use the Kick-Off prompt to review the previous class's content standards or objectives. If you want to know exactly what your student is learning in class, read the Kick-Off prompts.

The Learning Log is how class is concluded with Organized Binder. Each day in class your student will reflect on what was learned from the lesson and/or what was confusing. Students are required to practice using grammatically correct, complete sentences in English (academic English) when writing Learning Logs. Often, this level of English language practice is only done in English or support classes. Students gain this language practice in all subjects implementing Organized Binder.

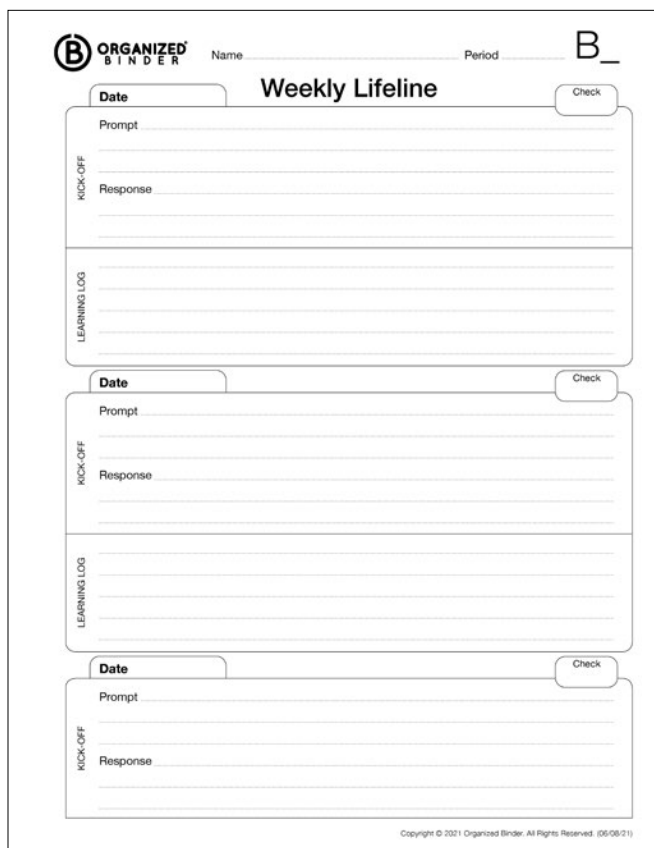
Students have a Weekly Lifeline for each week of the semester (B1, B2, B3, etc).

How you can support:

- Ask your student about the Kick-Off prompt(s) they worked on in class.
- Ask them to summarize the content of what they **learned** that day in class, not just what they **did** in class.
- Read your student's Learning Logs; on a daily basis if you can!

Skills & Habits:

Metacognition, reflection, organizing materials, study skills, creating study resources, belonging to an academic community.



ORGANIZED BINDER Name _____ Period **B** _____

Weekly Lifeline Check

Date _____

Prompt _____

KICK-OFF _____

Response _____

LEARNING LOG _____

Date _____ Check

Prompt _____

KICK-OFF _____

Response _____

LEARNING LOG _____

Date _____ Check

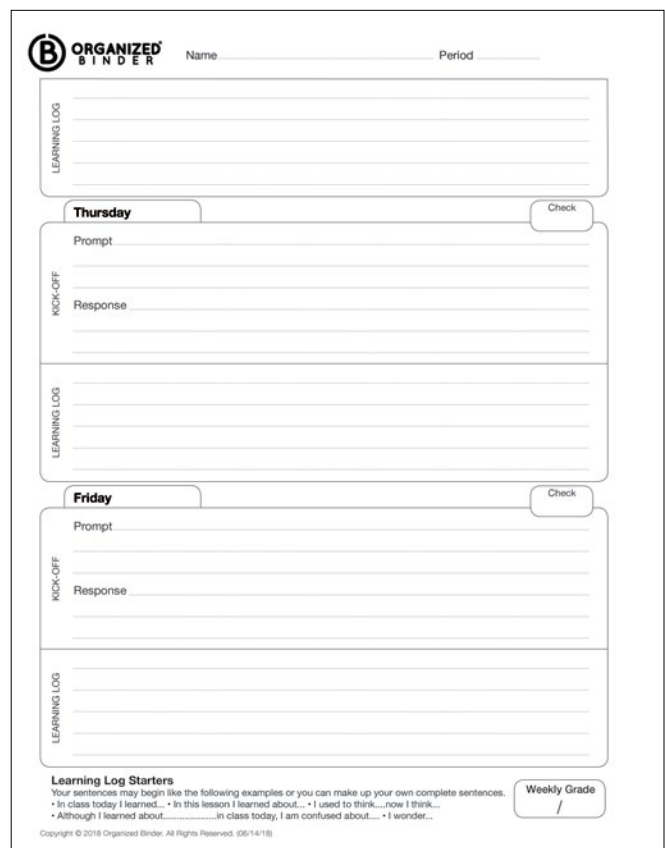
Prompt _____

KICK-OFF _____

Response _____

LEARNING LOG _____

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ORGANIZED BINDER Name _____ Period _____

LEARNING LOG _____

Thursday Check

Prompt _____

KICK-OFF _____

Response _____

LEARNING LOG _____

Friday Check

Prompt _____

KICK-OFF _____

Response _____

LEARNING LOG _____

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... • I used to think...now I think...
- Although I learned about... in class today, I am confused about... • I wonder...

Weekly Grade _____

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Page C: Agenda

The Agenda is used to identify the content standards or objectives covered in class each day. It also provides a snapshot of how those will be taught, and whether or not there is homework. In addition, the Agenda is used to teach the skill of using a calendar. Each new Agenda page is represented by C1, C2, C3, etc.

How you can support:

- Review the Agenda with your student, being sure to ask if they have homework and when it is due.
- Look at what was done in class and ask your student to summarize what they learned or what confused them from those activities/assignments. Avoid having your student tell you “what they did in class.” Ask your student about any **important** assignments or assessments coming up in the future.

Skills & Habits:

Time and task management, maintaining a calendar, organizing materials, self-discipline, balancing school and other demands




 Name _____ Period _____ **C**

Agenda

Week		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		

Week		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		

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 Name _____ Period _____

Agenda

Week		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		

Week		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		
Day		
Date		

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Page G: Table of Contents


On the Table of Contents, the organizing of in-class assignments, as well as homework assignments, mirrors the teacher’s unit lesson planning. All work in a unit is listed in chronological order on the Table of Contents. The assignment number is written by the student in the upper right-hand corner of each assignment (see picture below). Regardless of the “type” of assignment (notes, worksheets, essays, quizzes, lab report, homework, class work, etc.), they are all listed in order on the Table of Contents. Students keep track of their grade by recording their scores in the “score” column. At the end of each unit the assignments are stapled in order behind the Table of Contents to create a unit packet. At the start of the next unit, students receive a new Table of Contents for the new unit. Each unit is represented by G1, G2, G3, etc. In other words, your student will have every single assignment they created throughout the entire year neatly organized in standards-aligned, thematic unit packets. These unit packets provide an excellent study tool for unit and final exams.

How You Can Support:

- Check to see that your student is updating their Table of Contents each day in class.
- Check that all work has an assignment number and is in chronological or reverse-chronological order behind the Table of Contents.
- If there are any papers or assignments in the pockets of your student’s binder ask them to write the assignment number on the paper and file it behind the Table of Contents.

Skills & Habits:

Organization, study preparation, balancing school and other demands, self-discipline



Name _____ Period _____ **G**


Table of Contents

Unit _____

Essential Question(s) for this Unit _____

#	Assignment	Date	Score
1			/
2			/
3			/
4			/
5			/
6			/
7			/
8			/
9			/
10			/
11			/
12			/
13			/
14			/
15			/
16			/
17			/
18			/
19			/
20			/
21			/
22			/

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Name _____ Period _____

#	Assignment	Date	Score
23			/
24			/
25			/
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			/

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Page F: Academic Toolkit*

The Academic Toolkit is the appendix in your student's Organized Binder. Any assignments or work that must be referenced or accessible throughout the year is cataloged and stored in the Academic Toolkit. To differentiate the assignments in the Academic Toolkit from those in the Table of Contents, students label assignments with F1, F2, F3, etc., see picture below.

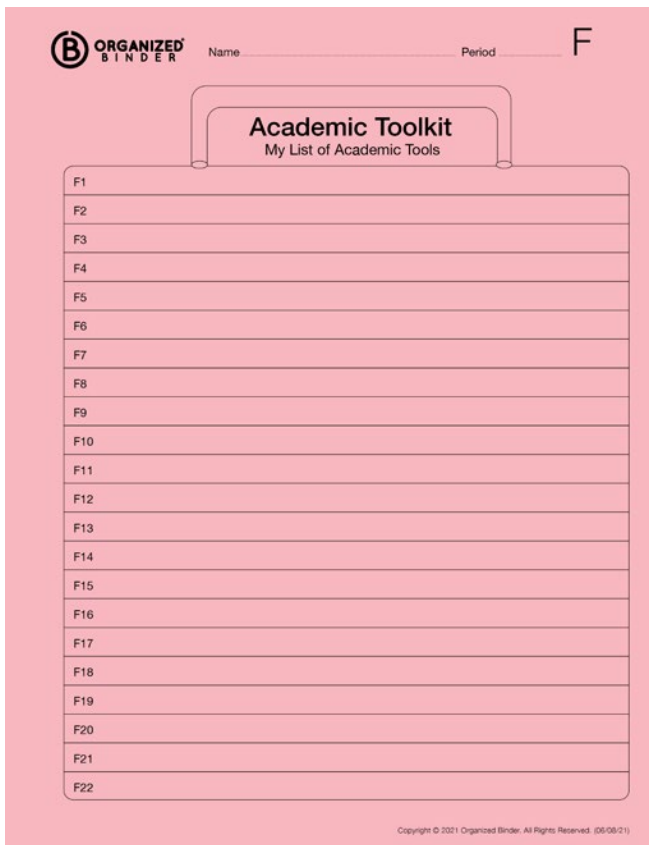
** may not be used daily*


How You Can Support:

- Check to see that your student is updating their Academic Toolkit when it is updated in class. (This page may not be updated each day in class like the Table of Contents.)
- Check that all work behind the Academic Toolkit is properly labeled with F1, F2, F3, etc.
- If there are any papers or assignments in the pockets of your student's binder ask them if any of it belongs in the Academic Toolkit, if it does have them label it properly and file it where it belongs.

Skills & Habits:

Organization, creating studying resources

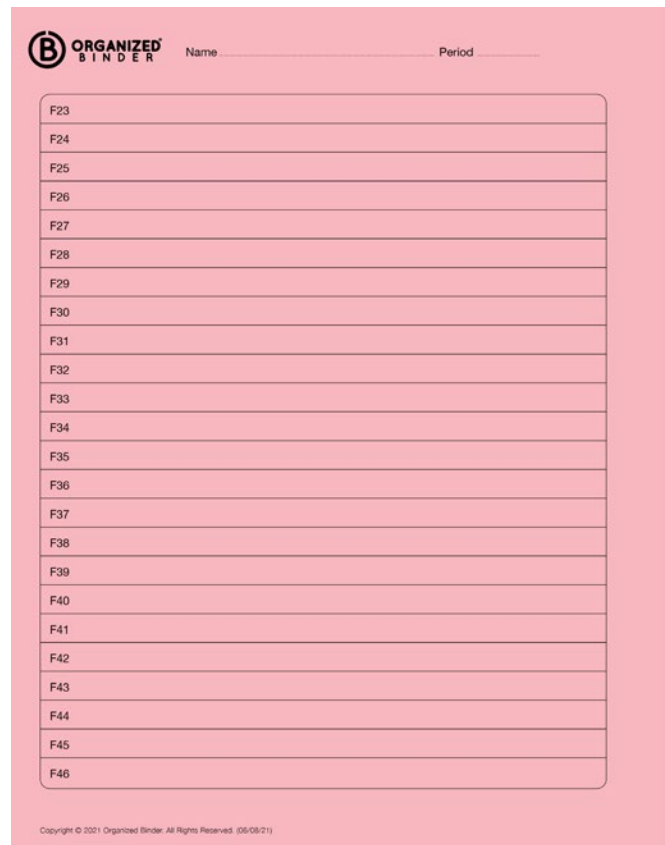




 Name _____ Period _____ **F**

Academic Toolkit
 My List of Academic Tools

F1
F2
F3
F4
F5
F6
F7
F8
F9
F10
F11
F12
F13
F14
F15
F16
F17
F18
F19
F20
F21
F22

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 Name _____ Period _____

F23
F24
F25
F26
F27
F28
F29
F30
F31
F32
F33
F34
F35
F36
F37
F38
F39
F40
F41
F42
F43
F44
F45
F46

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Pages Used Periodically in Class: A, H, D, and E

There are four pages in Organized Binder that are not used daily in class: Goals (Page A), Passes (Page H), Binder Check Schedule (Page D), and the class Syllabus (Page E). These pages are used monthly, quarterly and throughout the year.

Quarterly

ORGANIZED BINDER Name _____ Period _____ **A**

My Goal in _____

1st Term Goal _____

Sub-Goal _____

Daily Task _____

Did you accomplish your 1st Term Goal? Yes or No

Why? _____

2nd Term Goal _____

Sub-Goal _____

Daily Task _____

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A-Goals

Monthly

ORGANIZED BINDER Name _____ Period _____ **H**

1st Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, then come to me to have it signed. You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

The Bathroom Your Locker The Water Fountain
 The Office Another Classroom Other

Date _____ Time _____ Room # _____

Teacher Signature _____

Second Pass

The Bathroom Your Locker The Water Fountain
 The Office Another Classroom Other

Date _____ Time _____ Room # _____

Teacher Signature _____

Third Pass

The Bathroom Your Locker The Water Fountain
 The Office Another Classroom Other

Date _____ Time _____ Room # _____

Teacher Signature _____

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H-Passes

Throughout the Term

ORGANIZED BINDER Name _____ Period _____ **D**

Binder Check Schedule For Term:

Check 1	Date	Grade Received
Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> In-line not graded <input type="checkbox"/> In-line missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 #
Check 2 Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> In-line not graded <input type="checkbox"/> In-line missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 #
Check 3 Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> In-line not graded <input type="checkbox"/> In-line missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 #
Check 4 Page B <input type="checkbox"/> Incomplete <input type="checkbox"/> In-line not graded <input type="checkbox"/> In-line missing Page C <input type="checkbox"/> No date on <input type="checkbox"/> Agenda incomplete	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 /

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D-Binder Check

Throughout the Year

ORGANIZED BINDER 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 interstitial 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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E-Syllabus

Page A: Goals

The first page in Organized Binder is the Goals page. It is the color gold because we want students to “go for the gold!” Each quarter or marking period, classes pause to reflect upon their academic goals. Student goals consist of three components: the goal, sub-goal, and daily task. The sub-goal is what students have identified as a way to accomplish their goal. For example, if a student’s goal is, “To pass the class”, their sub-goal might be, “To complete all of their homework.” The daily task is the most important component of the goal. It is what students identify as the way they can accomplish their sub-goal. For example, if a student’s sub-goal is to complete all of their homework, their daily task might identify when and where they will complete the work, “At 4:00 p.m. when I get home from school I will sit down at the dining room table and do my homework.”

How You Can Support:

- Read your student’s goals and discuss it with them.
- Ask your student if they are doing their “daily task” throughout each quarter or marking period!

Skills & Habits:

Goal setting, self-regulated learning, identifying success strategies



ORGANIZED BINDER Name _____ Period _____ **A**

My Goal in _____

1st Term Goal

Sub-Goal

Daily Task

Did you accomplish your 1st Term Goal? Yes or No

Why?

2nd Term Goal

Sub-Goal

Daily Task

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ORGANIZED BINDER Name _____ Period _____

Did you accomplish your 2nd Term Goal? Yes or No

Why?

3rd Term Goal

Sub-Goal

Daily Task

Did you accomplish your 3rd Term Goal? Yes or No

Why?

4th Term Goal

Sub-Goal

Daily Task

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Page H: Passes

Students are given 3 passes per semester, or marking period in Organized Binder. These passes are not emergency school passes or nurse passes. They are for students to use as needed. Because they only receive three, they learn to practice self-regulation. Any passes that are unused at the end of the semester or marking period may be worth extra credit.

How You Can Support:

- Check in with your student to determine if they are saving their passes for when they will really need them or extra credit. It is common for some students to use all three of their passes at the beginning of the semester.

Skills & Habits:

Self-regulation.



Name _____ Period H

1st Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, **then come to me to have it signed.** You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

The Bathroom

Your Locker

The Water Fountain

The Office

Another Classroom

Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Second Pass

The Bathroom

Your Locker

The Water Fountain

The Office

Another Classroom

Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Third Pass

The Bathroom

Your Locker

The Water Fountain

The Office


Another Classroom

Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

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Name _____ Period _____

2nd Term Passes From _____ Classroom

To use: Check the reason for using the pass, fill in the date and time, **then come to me to have it signed.** You may come to me to get your pass signed as long as I am not in the middle of explaining something to the class.

First Pass

The Bathroom

Your Locker

The Water Fountain

The Office

Another Classroom

Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Second Pass

The Bathroom

Your Locker

The Water Fountain

The Office

Another Classroom

Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

Third Pass

The Bathroom

Your Locker

The Water Fountain

The Office

Another Classroom

Other _____

Date _____ Time _____ Room # _____

Teacher Signature _____

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Page D: Binder Check Schedule

Each month (on average) teachers grade students' binders according to a pre-arranged Binder Check Schedule. The dates of the binder checks are set early in the semester or marking period and recorded on the Agenda (Page C) and Page D. Teachers maintain a Class Example Binder for each subject they teach. Students have access to this example binder if they need to update their personal binder.

Students are required to keep their binder organized. A properly "organized binder" looks exactly like the Class Example Binder. On the date of the binder check, if the student's binder looks like the sample binder, they receive full credit. If there is anything that needs to be updated in their binder, they have one week to fix those mistakes and turn their binder back in to the teacher for a binder recheck. The goal is for every student to receive full credit on each binder check!


Many teachers will use Organized Binder's Peer/Self Binder Check the day before or day of the binder check in class (see page 15). Utilizing this page, students trade binders with a classmate and use the Peer/Self Binder Check to identify everything that needs to be updated. Then students receive their binder back to fix the mistakes before turning their binder into the teacher for the official check.

How You Can Support:

- Check in with your student to learn when each binder check is scheduled. The day or week before each binder check sit down with your student and review each page/section of Organized Binder.
- Please use the Peer/Self Binder Check in the back of this guide to actually check your student's binder the week before or day before the teacher's binder check.

Skills & Habits:


Accountability, organization, tenacity, self-discipline.


ORGANIZED BINDER
Name _____ Period _____
D

Binder Check Schedule For Term:

Check 1	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 # _____
Check 2	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 # _____
Check 3	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 # _____
Check 4	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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		/

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ORGANIZED BINDER
Name _____ Period _____

Binder Check Schedule For Term:

Check 1	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 # _____
Check 2	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 # _____
Check 3	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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 # _____
Check 4	Date	Grade Received
Page B <input type="checkbox"/> Lifeline incomplete <input type="checkbox"/> Lifeline not graded <input type="checkbox"/> Lifeline missing Page C <input type="checkbox"/> No date on _____ <input type="checkbox"/> Agenda incomplete Comments _____	Page F <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page G and Assignments <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		/

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Page E: Syllabus


The Syllabus is provided by your student's teacher. It is not officially an Organized Page. The class syllabus is critical as it outlines the course, gives expectations, grading guidelines, teacher contact information, etc. We encourage all teachers at all grade levels to give a syllabus because it familiarizes students with what they will encounter in college.

How You Can Support:

- Check in with your student to determine if they are receiving a syllabus for each course. Read over the course requirements and expectations with your student.
- Be sure your student's syllabus has an "E" in the upper right-hand corner of the front page of the syllabus and is inserted in the correct location in their Organized Binder.

Skills & Habits:

Organization

 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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Directions:

1. Check your student'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 student fix their binder.
3. Provide your student with the completed Binder Check form so they can fix everything to be ready for the next 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	
Assignments (#1, #2, #3...)	Yes No	Yes No	Yes No	Yes No	
H	Yes No	N/A	Yes No	Yes No	
Binder paper (at least 5 pages)	Yes No	N/A	Yes No	N/A	

General comments: