

Materials:

Recommended:







- Pens/Pencils (Will always and ONLY be used for completing assessments)
- Loose Leaf lined paper (wide or narrow-your choice) OR Notebooks (more than one subject)
- 2" -3", 3-ring binder (only used for this course)
- Earbuds & mouse for school assigned computer

Tardiness: Please be in your seat BEFORE class begins! Students will receive a detention after the third unexcused tardy.

Topics Covered: Basic medical terminology, Cytology, Histology, Integumentary System, Skeletal System, Muscular System, Circulatory System, Respiratory System, Lymphatic System, Digestive System, Nervous System, Sensory System, Endocrine System, Urinary System, Reproductive System

Assessing:

Everything assessed in this class will fall into one of the 6 Chilton Standards listed below.

1.  I will demonstrate independence through questioning and perseverance
2.  I will develop and use appropriate models
 - 2.1 Creates a model and includes model components
 - 2.2 Uses, creates, or completes a model to correctly identify the anatomy
 - 2.3 Uses, creates, or completes a model to correctly explain the physiology
4.  I will analyze and interpret abstract and quantitative data.
5.  I will construct viable arguments through evidence.
 - 5.1 Identify the Question
 - 5.2 State the Claim
 - 5.3 Cite the Evidence
 - 5.4 Explain the Reasoning
 - 5.5 Formulate a Rebuttal
6.  I will understand and respond to varying audiences, cultures, perspectives, and purposes.
 - 6.1 Summarize
 - 6.2 Communicate to specific audiences
 - 6.2 Research
7.  Employability Skills *(This standard will not be factored into the overall class score.)*
 1. Respect

2. Responsibility

Scores that will be used on assessments are shown below with an explanation of what they mean.

3: Meeting: *Student has fully demonstrated content understanding and skill application of the outcomes for the particular standard at this point in the school year.*

2: Approaching: *Student has demonstrated partial proficiency of the expected content/skills in the assessment. Partial development indicates progress with gaps in understanding or perhaps certain misconceptions.*

1: Attempting: *Student has demonstrated little or no evidence of content understanding or outcomes. The student has large gaps in understanding and/or application and is able to show success only with significant adult assistance.*

INC: Incomplete/No attempt

Scoresheet:

I will be placing all scores in a google score sheet that will be shared with students, parents, and can be found linked in PowerSchool under the comments section. The image below shows a screenshot of what it will look like.

Boxes at the top represent their overall score for each of the 6 Chilton Standards. Chilton standard scores are calculated by averaging their Learning scores. (Must have at least a 2.0 in each to pass - will be highlighted in red if they aren't)

Each of these boxes represents their overall score for each of the Learning Standards. Some Parent Standards will not have Child Standards. Child Standard scores are calculated by finding the mode (the most frequent score) for that standard. If there is a tie, it will average the

Employability skills will be reported out but not factored into the overall score (red column)

Overall Score (Average)

[INC] 2.00
Biology SCORE

This area will show you the frequency of each score (3,2,1,INC) for each Learning Standard.

Learning Standard Scores computed using	MODE_TOP	Learning Standard Scores	2.0	2.00	2.50	2.00	2.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.50	3.00	
Assessment	Due Date	On Time	Reassess	1	2.1	2.2	3.1	3.2	4.0	5.1	5.2	5.3	5.4	6.1	6.2	6.3	7.1	7.2
Unit 1 Assessment	9/7/2019	y		1	1	1	3	2	2	3	2	1	2	1	2	2	3	3
Lab 1	9/12/2019	y		2	3	1	2	2	2	2	3	2	3	2	3	2	3	3
Unit 2 Assessment	10/3/2019	y		2	2	2	3	2	1		2	2		2		2	2	3
Lab 2	10/10/2019	n		2			2			2	3			2		2	2	1

Click on the "Course Standards" tab at the bottom to see the standards associated

Chilton Standard

1. I will demonstrate independence through questioning and perseverance.
2. I will develop and use appropriate models.
 - 2.1. Model components
 - 2.2. Model shows connections between independent and dependent variable

Learnin

Students are expected to earn an overall score of at least a 2.08 or higher (score in upper-left corner) to earn course credit. Students will receive a final score for the course at the end of the semester. As noted on the previous screenshot, students are also expected to earn a minimum of a 2.0 on each Chilton Standard Score. If either of these are not at the appropriate number (the overall score at a minimum of a 2.08 or each individual Chilton Standard scores at a minimum of 2.0), the student will not pass this course.

Late Work: Students will be assigned coursework that is a requirement but will not be included in the course score. These assignments are essential for success on course assessments so all assignments must be completed to take the assessment(s). If a student is absent it is their responsibility to request the information related to the class(es) missed and discuss an appropriate timeline. (Case Studies for example.)

It is also important to note that the handbook states the following: “A student that is not making satisfactory academic progress is expected to meet with the teacher of the course, which he/she has a grade of an “F” or “INC”, until 4:00 pm each day, with the exception of faculty meeting dates or on dates preceding holidays and on Fridays, until the grade is rectified.” I reserve the right to keep a student to work on a Friday when I am available. An INC is earned when a student fails to turn in or complete an assessment, even if it is only a portion of it.

Parent Contact: Parents will be contacted when a student fails to attend scheduled meetings with the teacher or does not demonstrate growth through the assessment and reassessment process. Parents will also be contacted if a student has multiple Incomplete scores. As we near the end of the semester, I will also contact parents of students that have a standard/standard(s) that are not at a 2.0 or if the overall course score is near or less than a 2.08.

Reassessment Policy & Procedures:

Test/Quiz:

1. Took advantage of classroom opportunities, participated in classroom activities
2. Meet with teacher to discuss first attempt/corrections
 - a. Student must have original test/quiz
 - b. Student will communicate which standards they'd like to reassess on (highlight)
 - c. Student will make corrections on original assessment in a different colored ink/highlighted OR on a separate sheet of paper
3. Student will turn in their corrected assessment for Mrs. Mayer to look over (must occur by the assigned due date)
 - a. If it still needs work, student will continue to make corrections
 - b. If the corrections are acceptable, at a 3, student can move to the next step
4. Mrs. Mayer will assign student extra practice for next meeting time
 - a. If she feels it's necessary, she will assign the student additional practice OR move to item 6
5. Student will turn in extra practice problems to be corrected
6. When extra practice has been corrected and acceptable, Mrs. Mayer will return it and student will set up a reassessment date

Project/Lab Assignments:

1. No missing work for the unit
2. Took advantage of classroom opportunities, participated in classroom activities
3. Student will make corrections to original project/assignment and turn it in to Mrs. Mayer
 - a. Student must have original assessment/rubric
 - b. Student must highlight on the original rubric which standards they are reassessing

4. After corrected, Mrs. Mayer will return it and student can decide if they'd like to continue the process if not all standards are "meeting"

Timeframe/deadlines

1. Students will have one week to **start** the reassessment process on anything that has been assessed in class (starting from the date the feedback was given)
 - a. Student must have original assessment/rubric to be eligible
 - b. Student must also have all of their missing work/INC completed

Case Studies are not eligible for reassessment because outside sources can be used during the development of their responses

Student Options for Differentiation:

- Science Olympiad
- FIRST Robotics
- Solar Olympics
- Trout/Aquaponics Team

[CHS Smart Device Policy](#) - Please review the linked policy

Academic Dishonesty: ***High School Policy*** Please review the policy if necessary

- Minor infractions: Labs, homework assignments, case studies
- Major infractions: any assessment, projects

Let's Have Fun!:

Science is FUN! This class will include a lot of group-work and whole class discussion. You will also practice "learn by experience" activities. If you want to learn the information provided and are open to helping each other, making mistakes and working hard, YOU WILL HAVE FUN!

Mrs. Mayer's Schedule		
Block	Semester I	Semester II
1	Human Anatomy & Physiology	Biology

2	Biology	Prep
3/4	Prep	Biology
5/6	Biology	Biology

How to Contact Me:

School Email: mayerb@chilton.k12.wi.us

Class website can be found on Schoology

School Phone: (920) 849-2358 x4375

Twitter: @MrsBritMayer

Please contact me with any questions or concerns that you have. I can be found in my room before school and after school. I'm here to help!