

# Honeycutt Science: Class Outline

**General Weekly Outline.** Delivery of a topic will vary. Even so, the following represents our typical 4-day class sequence:

Day 1 – Topic introduction and facilitated discussion.

Day 2 – Individual reading assignment and note-taking.

Day 3 – Small team presentation creation.

Day 4 – Student-led presentation delivery.

Sequence	Student Actions	Evidence/Outcome
1	Contemplate thought-starters Take notes on videos/media Complete structured text exercises Interpret, recreate, draw illustrations Complete “Show your smarts” page	Completed work packet. <ul style="list-style-type: none"><li>• All pages attempted</li><li>• Signed Rubric filled-out</li></ul>
2	Scan scope (flip through pgs.) Identify headlines (write them down) Read for comprehension (~30 mins) Write vocabulary/expressions Summarize text (~10 mins)	Completed note capture sheet. <ul style="list-style-type: none"><li>• Key words / summary</li><li>• Signed Rubric filled-out</li></ul>
3	Plan, agree upon, delegate tasks Prepare content, create slides Assemble presentation Adjust presentation to standards Publish/save pdf file	Completed pdf file. <ul style="list-style-type: none"><li>• All required slides included</li><li>• Signed Rubric filled-out</li></ul>
4	Practice maturity and confidence Follow presentation guidelines Manage to the clock Equally participate Actively listen and take notes	Delivered presentations. <ul style="list-style-type: none"><li>• Participated on team</li><li>• Notes from presentations</li><li>• Signed Rubric filled-out</li></ul>

# General Instructions

**Presentations/lecture.** Actively listen with respectful behavior. Listen for new insights. Write down summarized notes.

**Videos, audio, other similar media.** Actively take summarized notes of concepts conveyed in each portion of media presented.

**Text/reading material.** Unless directed otherwise, silently read assigned text. The instructor may request selected students read portions of text out loud or in small groups. In all instances demonstrate respectful behavior toward others.

- **Textbook reading.** Do not write in text books. Use care required for a library book or reference book. Use separately provided paper or your own paper to summarize information presented in textbook reading assignments.
- **Worksheet and handout reading.** Underline or circle key words directly on the pages of worksheets provided by instructor. This will assist you in breaking-it-down. Technical words in high school science courses are initially unfamiliar to most students. Becoming familiar with scientific and complex words will help you in the future.

**Small group work.** Respectfully and inclusively participate in small groups or “shoulder-buddy” assignments. Refrain from off-topic conversations. Attend to time constraints.

**Research and presentation-building.** Identify and use appropriate content, graphics and images. Track and cite sources.

**Presenting and public speaking.** Demonstrate maturity as both a presenter and an audience participant. Attend to time constraints.

**Lab work and special projects.** Employ safe behaviors always. Refrain from “horse-play” and jokes always. Follow directives. Use appropriate personal protection equipment such as safety glasses.

# Grading Approach

**Rubric Usage.** Each class-day, students must complete a Rubric appropriate for that day's work. Students must neatly **print** their full name, date, and class period on the day's Rubric. After completing the self-graded Rubric, student's must sign their Rubric acknowledging they have honestly assessed themselves for that day's work.

**Quizzes, Tests, and Assessments.** Quizzes may be administered both with and without notice. Quiz results may or may not be counted toward final grade upon instructor discretion. Major tests will be announced and scheduled. Major tests will count toward final student grades.

Assessments, including state mandated testing will be announced and scheduled - these will not be included toward student final grades.

**Late work.** Except for excused absences, no credit will be given for late daily work. Refer to student handbook for definition of excused absence. Daily work must be completed prior to the bell – and a Rubric must be completed and signed by the student prior to exiting the classroom. Work accompanying excused absences require a Rubric.

**Make up Work.** For excused absences only, make up work may or may not be assigned upon instructor discretion. Make up work will typically involve individual reading and summarizing from a textbook, loaned book, or internet source. Make-up work will be on a case-by-case basis only. Opportunity for making-up a missed major test due to an excused absence will be made available in appropriate way.

**Extra Credit Work.** Rarely and only upon instructor discretion, extra credit work may be provided. A neatly written one-page paper of no fewer than 100 total words must be composed and hand-written by student on an instructor-supplied form explaining the request and situation.

**Instructor discretion.** In all instances instructor reserves the privilege of altering these guidelines.

A= 100-90%   B=89-80%   C=79-70%   D=69-60%   F=59-0%

# Classroom Etiquette

**Comply with Safety Processes.** Science topics – especially laboratory work – have a variety of safety and compliance requirements. Refer to and follow all safety posters displayed and documents provided by the instructor. Students must familiarize themselves with safety expectations.

**Follow Directives.** When a directive is given by the instructor, or others in authority, students are expected to immediately comply. If students have a concern or question about the directive, these can be addressed after compliance has been achieved.

**Exhibit Good Judgement.** While every classroom and every instructor's expectation will vary, high school students generally already know appropriate classroom etiquette. Respectfulness toward others, attentiveness toward the topic and learning objectives, and self-regulation are all appropriate areas for students to exercise their previously acquired good judgement.

**Exhibit Courtesy.** At times, a moment arises where there is not a clearly defined safety or instructive process previously communicated. Courteousness such as attentive listening, refraining from interrupting others, and kindness is an expectation of etiquette in this classroom.

**Refrain from Negative Behaviors.** The following list provides examples of inappropriate behaviors. This is not an exhaustive list of “poor judgement” or “unacceptable behaviors” – but provides some degree of clarity. Avoid off-topic conversations. Avoid “show-off” behaviors. Avoid obvious unsafe activity. Avoid deflection, fact-stacking, passive-aggressive, overtly-aggressive, and non-responsive replies toward the instructor and other students. Never bully others.

# “Three Before Me”

**In an Emergency Situation ... this rule-of-thumb does NOT apply.**

With the exception of an emergency situation, or otherwise when directed by school officials, students are expected to be self-regulating, self-managing, and reasonably independent regarding classroom mechanics and processes.

Said another way ... students are responsible for knowing classroom mechanics and processes. Your instructor is responsible for creating an appropriate and safe forum-environment offering relevant and meaningful curriculum.

While science can be fascinating, it is often also difficult. Students should not assume they can passively attend these classes and learn science. Learning science requires self-initiative, student-inquiry, reflection, willingness to be wrong, creating “best-guess” hypothesis, testing ideas, debate, struggling through details, reading challenging text, taking notes, trying and failing at times, and combining these with related skills such as math, reading, and other subjects.

**AVOID** asking the instructor or others “What are we supposed to do?” unless you have first attempted these three steps.

## Step 1

- A. Quietly retrieve a “class handbook” from the shelf.
- B. Identify if the day is a Day 1, 2, 3, 4 or other.
- C. Copy the activities listed for that Day.

## Step 2

- A. Find and read instructions associated with the day’s topic.

## Step 3

- A. Identify the day’s Rubric.
- B. Read the Rubric insights about expectations for the lesson.

# Maintain Your Packets

Each week, a new topic begins.  
Each topic has four lessons.  
Each topic has 8-10 pages (front/back).

## Day 4 - Present

## Day 3 - Teamwork

**How to write learning objectives**

- Start with the expression "At the end of this presentation, participants will be able to..."
- Follow the format: Action, Topic, Condition, Degree, Assessor
- Start with a verb (Action)
- Include the topic
- Include the condition
- Include the degree
- Include the assessor

**Create Presentation**

**Day 3**

**Actions:** Plan, agree upon, delegate tasks, Prepare content, create slides, Assemble presentation, Adjust presentation to standards, Publish/save pdf file

**Outcome:** Completed pdf file

**Title Slide** REQUIRED. Must have this. Use first initial, last name of team members – rather than full name.

**Learning Objectives Slide** REQUIRED. Must have this. See back of this page for guidance.

**YOUR CONTENT** These are up to you and your team. There to six slides is about right. These represent the ideas/concepts/facts you are presenting.

**Major Take-Away Slide** REQUIRED. Must have this. This can be a sentence, a diagram, or a word, but, it MUST be explained during the end of your team's presentation.

**Citations Slide** REQUIRED. Must have this. See back of this page for guidance.

Summary 01 ...

Summary 02 ...

Summary 03 ...

Summary 04 ...

Summary 05 ...

Summary 06 ...

Summary 07 ...

Summary 08 ...

Summary 09 ...

Summary 10 ...

**Topic / Lesson ID**

Present a portion of your team's presentation. Use good public communication skills. Appropriately manage time. Provide meaningful content. Take notes of other presentations.

- Presentations/lectures: Attend first with reports/lectures clear from your notes. Write down essential notes.
- Presenting and public speaking: Incorporate novelty, craft a presentation an audience will enjoy. Attend to the audience.
- Public Speaking: Incorporate novelty and creative thinking, reflecting from interacting with an audience as an experience of concepts in this session.

**Connections**

What did you write down from a previous lesson that is similar to, or related to something you read today?

**My Notes**

Use the space below to write out additional ideas and concepts you discovered in the text you read. Draw, sketch, or write. You decide.

**Text/Reading Summary**

Write one to three complete sentences summarizing pages you were assigned ...

This reading assignment is about ...

**Text/Reading Summary**

TOPIC ID & topic name \_\_\_\_\_

Print your name \_\_\_\_\_ date \_\_\_\_\_

Neatly Circle Class Period: 1 2 3 4 5 6 7 8 other \_\_\_\_\_

Answer these questions before beginning to read text.

What page numbers are assigned? from \_\_\_\_\_ to \_\_\_\_\_

What is the main title or heading of the text assigned?

Create a "Reading Plan" ...

A. How many minutes are available for the class? \_\_\_\_\_ min  
B. Allow 15-20 minutes to summarize your reading. \_\_\_\_\_ min  
C. Subtract B from A and write the result here. \_\_\_\_\_ min  
D. How many total pages are assigned to read? \_\_\_\_\_ pp  
E. Divide C by D to calculate the time allowed per page. \_\_\_\_\_ minute

Monitor your time. Strive to complete each page within the calculated "budget" shown in E. Strive to "save" at least 15 minutes at the end to thoughtfully write down what you have read. Consider writing down important words as you go.

Copy new or important work here as you are reading...

## Day 2 - Read

## Day 1 Videos

**Make a Poster**

In the space provided here, create/draw a poster which conveys the concepts you have learned on this topic.

**Show-Off Your Smarts!**

**Interpret a Graph**

**Read Text for Comprehension**

Read this article for deeper understanding. No summary is required, although you may want to circle, underline, or mark key ideas and words.

**Read/Summarize Text**

**Topic Introduction**

**Video/Media Summary**

Summarize main points from each video/media presentation.

Title / topic: \_\_\_\_\_

\_\_\_\_\_

Title / topic: \_\_\_\_\_

\_\_\_\_\_

Title / topic: \_\_\_\_\_

\_\_\_\_\_