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

| 1 | |
|---|--|
| | |

Contemplate thought-starters Take notes on videos/media Complete structured text exercises Interpret, recreate, draw illustrations Complete "Show your smarts" page

Evidence/Outcome

Completed work packet.

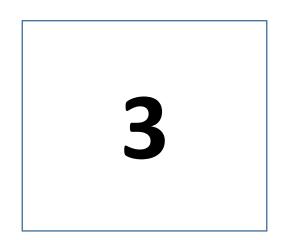
- All pages attempted
- Signed Rubric filled-out

Scan scope (flip through pgs.)

Completed note capture sheet.



Identify headlines (write them down) Read for comprehension (~30 mins) Write vocabulary/expressions Summarize text (~10 mins)



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

- Key words / summary
- Signed Rubric filled-out

Completed pdf file.

- All required slides included
- Signed Rubric filled-out



Practice maturity and confidence Follow presentation guidelines Manage to the clock Equally participate Actively listen and take notes

Delivered presentations.

- Participated on team
- Notes from presentations
- Signed Rubric filled-out

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. <u>Underline</u> or <u>circle key words</u> 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 "showoff" behaviors. Avoid obvious unsafe activity. Avoid deflection, fact-stacking, passive-aggressive, overtly-aggressive, and nonresponsive 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 selfregulating, 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 combing 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.

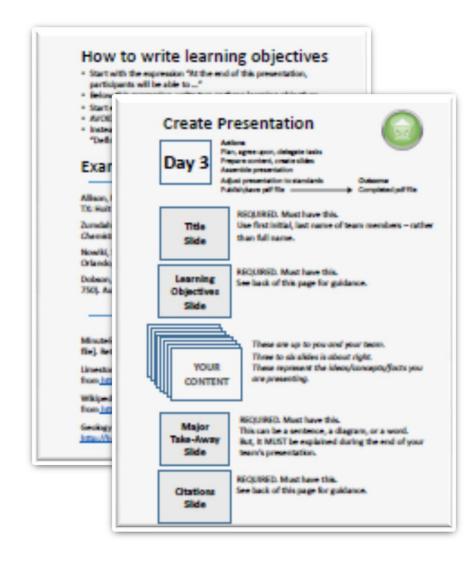
Step 3

- 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 3 - Teamwork



Day 4 - Present



pages you were assigned _

What he

This reading assignment is about ...

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

