



ORGANIZED[®]
B I N D E R

Guide for Parents/Guardians/Tutors

Dear Parents, Guardians and Tutors,

We are honored that 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,



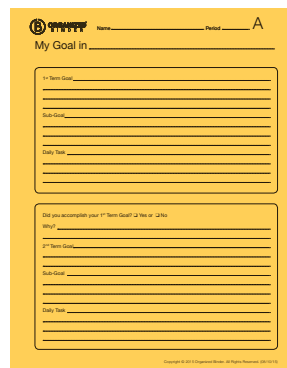
Mitch Weathers
Founder and Creator

Overview

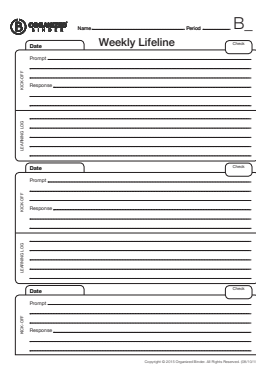
Organized Binder is a system that supports student learning through an organized and predictable classroom routine. Using this system, students learn how to set academic goals, manage their time, maintain a personal calendar, get and stay organized, develop effective studying habits, and more. Students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

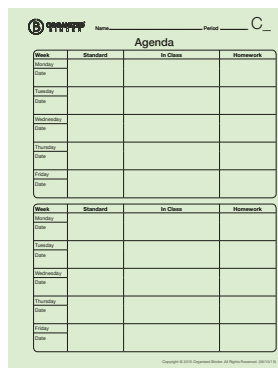
Organized Binder is designed to be simple to use. It is composed of seven pages and a syllabus—pages labeled A-H. Below we introduce you to the pages used daily in class and those that are used throughout the school year.



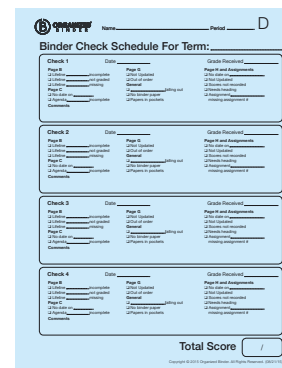
A-Goals



B-Weekly Lifeline



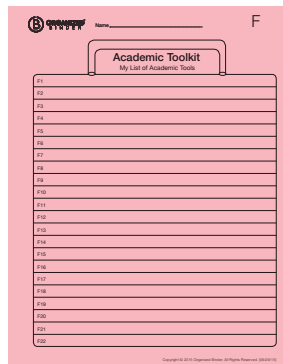
C-Agenda



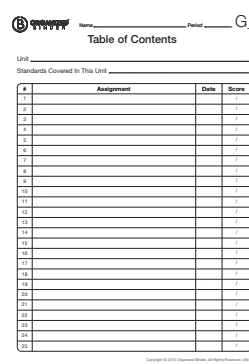
D-Binder Check



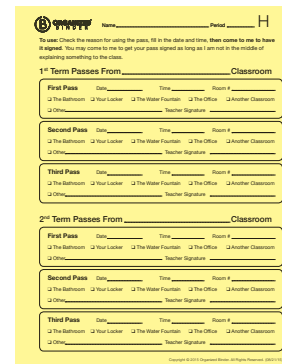
E-Syllabus



F-Academic Toolkit



G-Table of Contents

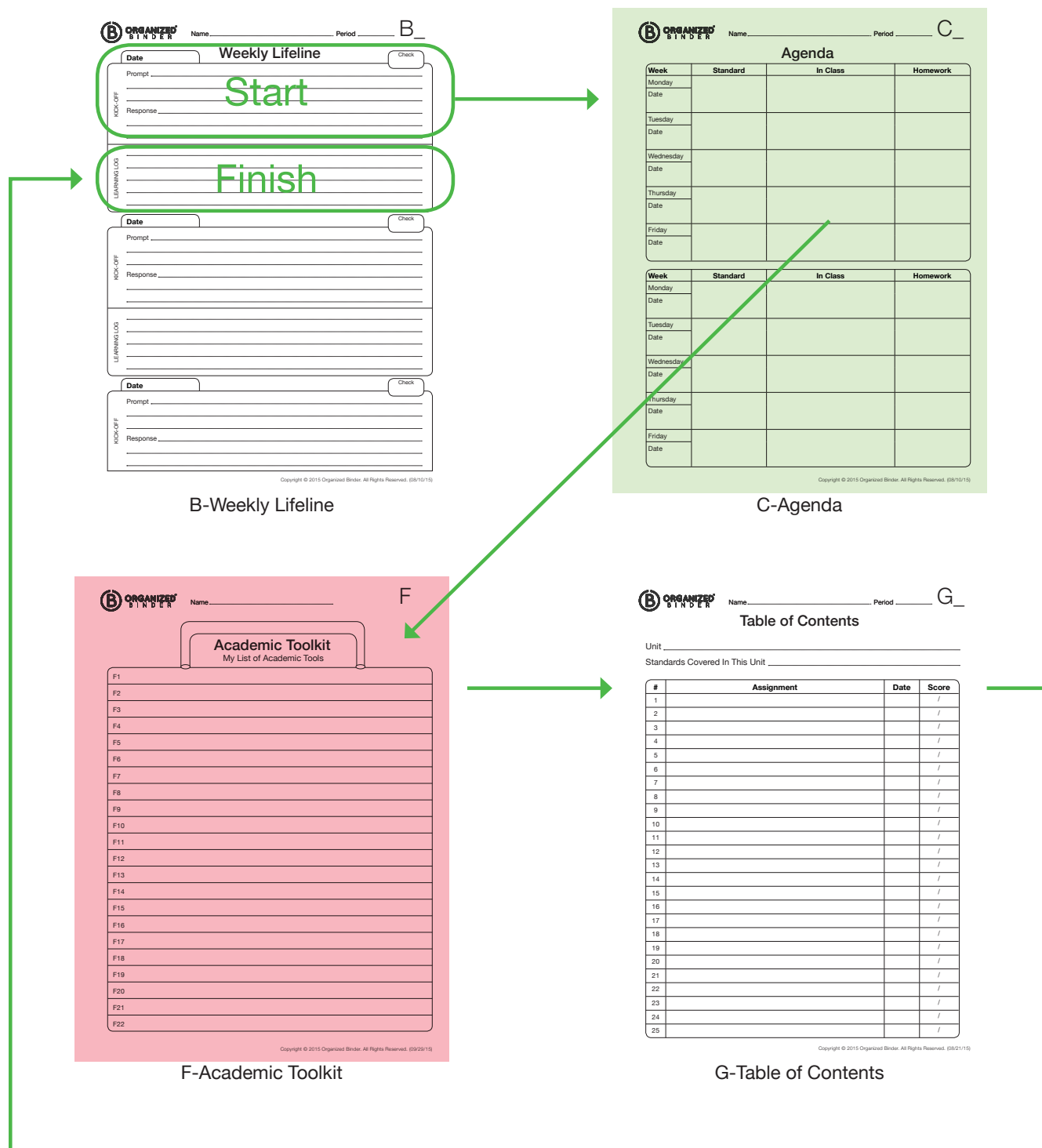


H-Passes

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

Organized Binder ritualizes the classroom by utilizing class-time often wasted—the first few minutes and the last few minutes. Each day in class the teacher will begin with a Kick-Off Prompt on the Weekly Lifeline (Page B), then transition to the Agenda (Page C), and then the Table of Contents (Page G). 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 classes 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 we conclude class with Organized Binder. Each day in class your student will reflect on what they learned and/or what has confused them from the day's lesson. Students are required to practice using grammatically correct, complete sentences in English (academic English) when writing their Learning Logs. Often, this kind of English language practice is only done in English or support classes. When using Organized Binder, your student will get this practice in all subjects.

Each week students receive a new Weekly Lifeline which are represented by 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 Practiced:

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

**ORGANIZED
BINDER**

Name Your Name Here Period 1

B₁

Weekly Lifeline

KICK-OFF

Monday Jan 5, 2016

Check
3

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

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.

KICK-OFF

Tuesday Jan 6, 2016

Check
2

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

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.

KICK-OFF

Wednesday Jan 7, 2016

Check
4

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

Resting potential

Response

Action potential

LEARNING LOG

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**ORGANIZED
BINDER**

Name Your Name Here Period 1

B₁

Weekly Lifeline

KICK-OFF

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?

Response 1. Gray matter is unmyelinated, while white matter is myelinated.
2. Gray processes sensory input, while 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 vertebrae.

KICK-OFF

Friday Jan 9, 2016

Check
3

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

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.

KICK-OFF

Learning Log Starters

Check
5

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...

LEARNING LOG

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Page C: Agenda


The Agenda is used to identify the content standards or objectives covered in class each day, as well as 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 practiced:

Time and task management, maintaining a calendar, organization material, self-discipline, the ability to balance school and other demands



Name Your Name Here Period 1




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: CCR4 R.5	-Punnet 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: CCR4 R.2	-Turn in Human Systems: Blood -Immune System Blood 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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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 HSPI	Study for Exam!
Friday Date Jan. 30, 2015	NS Summative assignment	-Complete #1 -Turn in #5 -Take exam	NONE!

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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 teachers' unit lesson planning. All work in a given unit is listed in chronological order on the Table of Contents. The assignment number is written by the student on 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 all get listed in order on the Table of Contents. Students keep track of their grade in class 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 can be used to study for unit exam 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 paper or assignments in the pockets of your student's binder ask them which assignment it is and have them write the assignment number on the paper and file it behind the Table of Contents.

Skills Practiced:

Organization, creating studying resources, the ability to balance school and other demands, self-discipline

ORGANIZED BINDER Name Your Name Here Period 1 **G5**

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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ORGANIZED BINDER Name _____ Period _____

#	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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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 added to throughout the school year is 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.

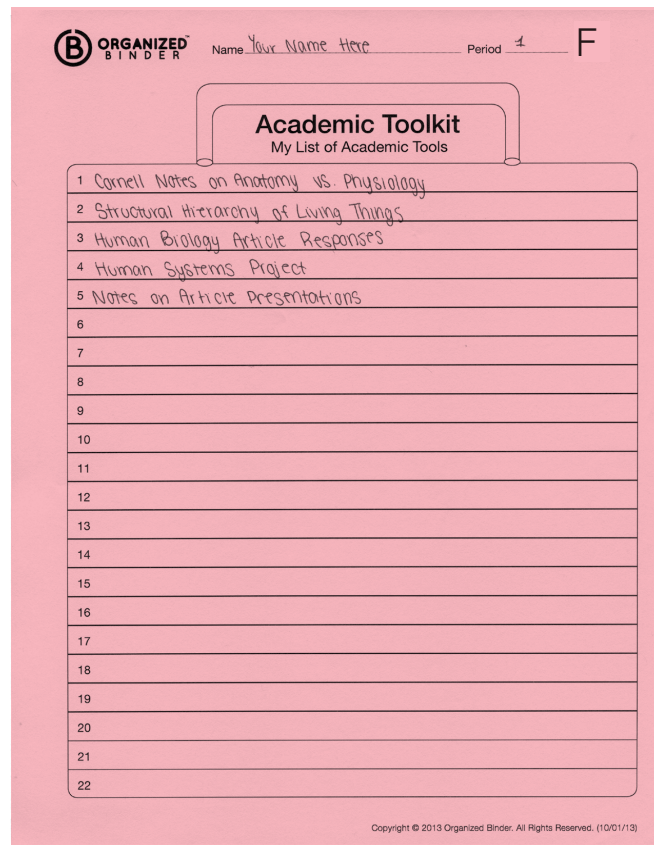
* may not be used daily

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 is any paper 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 put it where it belongs.

Skills Practiced:

Organization, creating studying resources

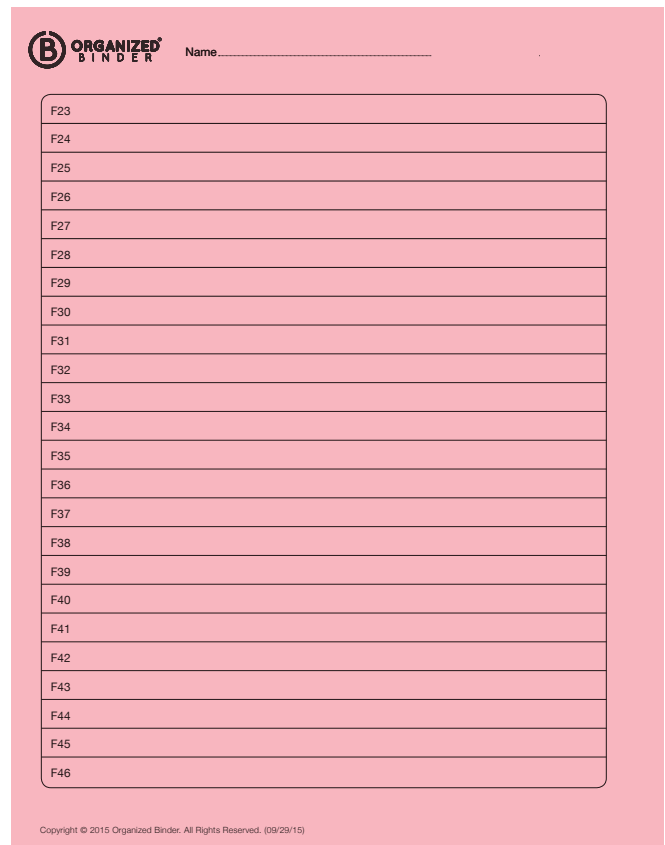


ORGANIZED BINDER Name Your Name Here Period 4 **F**

Academic Toolkit
My List of Academic Tools

1	Cornell Notes on Anatomy vs. Physiology
2	Structural Hierarchy of Living Things
3	Human Biology Article Responses
4	Human Systems Project
5	Notes on Article Presentations
6	
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ORGANIZED BINDER Name _____

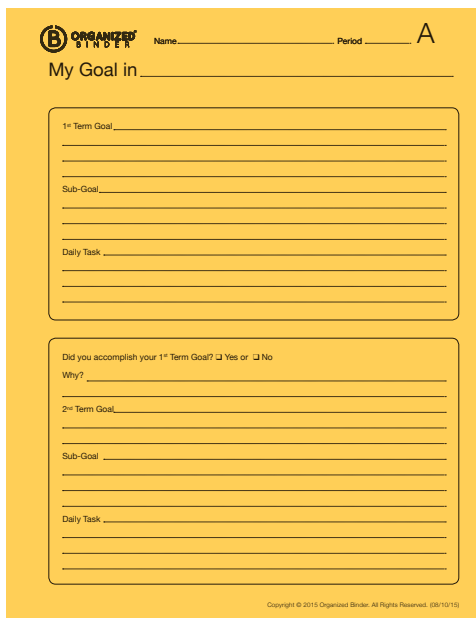
F23
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F41
F42
F43
F44
F45
F46

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

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 _____

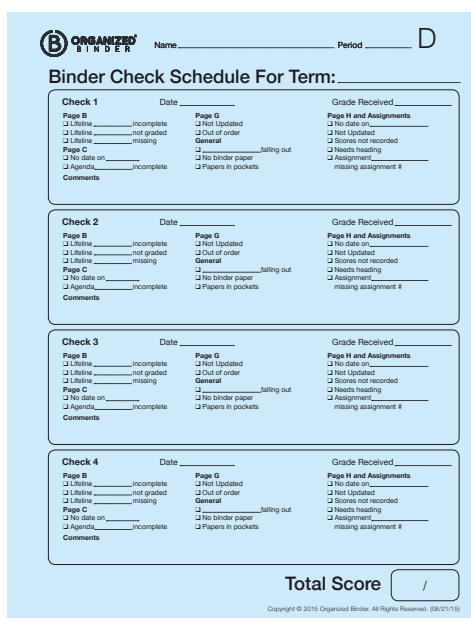
Sub-Goal _____

Daily Task _____

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A-Goals

Throughout the Term



ORGANIZED BINDER Name _____ Period _____ **D**

Binder Check Schedule For Term: _____

Check 1 Date _____ Grade Received _____

Page B ☐ Incomplete ☐ Not Updated ☐ No date on _____

☐ Incomplete ☐ Out of order ☐ Not Updated

☐ Incomplete ☐ General ☐ Scores not recorded

Page C ☐ No date on _____ ☐ Missing ☐ Needs heading

☐ No date on _____ ☐ No binder paper ☐ Assignment

☐ Agents _____ ☐ Papers in pockets ☐ missing assignment #

Comments _____

Check 2 Date _____ Grade Received _____

Page B ☐ Incomplete ☐ Not Updated ☐ No date on _____

☐ Incomplete ☐ Out of order ☐ Not Updated

☐ Incomplete ☐ General ☐ Scores not recorded

Page C ☐ No date on _____ ☐ Missing ☐ Needs heading

☐ No date on _____ ☐ No binder paper ☐ Assignment

☐ Agents _____ ☐ Papers in pockets ☐ missing assignment #

Comments _____

Check 3 Date _____ Grade Received _____

Page B ☐ Incomplete ☐ Not Updated ☐ No date on _____

☐ Incomplete ☐ Out of order ☐ Not Updated

☐ Incomplete ☐ General ☐ Scores not recorded

Page C ☐ No date on _____ ☐ Missing ☐ Needs heading

☐ No date on _____ ☐ No binder paper ☐ Assignment

☐ Agents _____ ☐ Papers in pockets ☐ missing assignment #

Comments _____

Check 4 Date _____ Grade Received _____

Page B ☐ Incomplete ☐ Not Updated ☐ No date on _____

☐ Incomplete ☐ Out of order ☐ Not Updated

☐ Incomplete ☐ General ☐ Scores not recorded

Page C ☐ No date on _____ ☐ Missing ☐ Needs heading

☐ No date on _____ ☐ No binder paper ☐ Assignment

☐ Agents _____ ☐ Papers in pockets ☐ missing assignment #

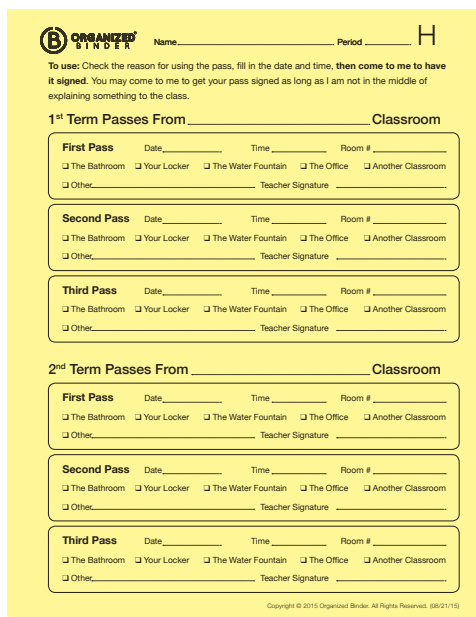
Comments _____

Total Score _____ / _____

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D-Binder Check

Monthly



ORGANIZED BINDER Name _____ Period _____ **H**

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.

1st Term Passes From _____ Classroom

First Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Second Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Third Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

2nd Term Passes From _____ Classroom

First Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Second Pass Date _____ Time _____ Room # _____

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

☐ Other _____ Teacher Signature _____

Third Pass Date _____ Time _____ Room # _____

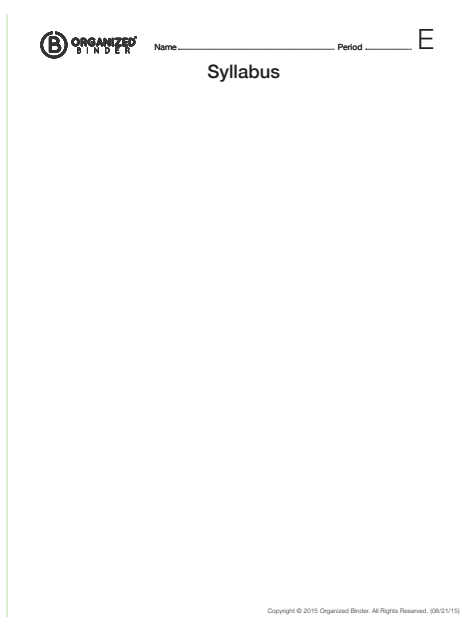
☐ The Bathroom ☐ Your Locker ☐ The Water Fountain ☐ The Office ☐ Another Classroom

☐ Other _____ Teacher Signature _____

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H-Passes

Throughout the Year



ORGANIZED BINDER Name _____ Period _____ **E**

Syllabus

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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 “going for the gold!” Each quarter or marking period, classes pause to set and reflect upon their academic goals. Student’s 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 and it is what students have identified as the way they will 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 do so, “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 Practiced:

Goal setting, self-regulated learning, identifying success strategies


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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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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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 have to practice self-regulation. Any passes that are unused at the end of the semester or marking period are worth extra credit.

How You Can Support:

- Check in with your student to determine if they are saving their passes from 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 Practiced:

Self-regulation.


Name Your Name Here Period 1 **H**

1st Semester Passes From Mr. Weathers 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 Jan 5, 2015 Time 10:05 am Room # 125

Teacher Signature [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 Your Name Here Period 1

2nd Semester Passes From Mr. Weathers 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 May 1, 2015 Time 9:30am Room # 125

Teacher Signature [Signature]

Second Pass

☐ The Bathroom
☒ Your Locker
☐ The Water Fountain

☐ The Office
☐ Another Classroom
☐ Other

Date May 14, 2015 Time 9:57 am Room # 125

Teacher Signature [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

This is the page of Organized Binder that will help your student succeed. Each month (on average) teachers will grade student's binders according to a pre-arranged Binder Check Schedule. The dates of the binder checks will be set early in the semester or marking period and recorded on Page D. Teachers will also 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. An "organized binder" is a binder that 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 re-check. 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 image below). 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, fix the mistakes before turning their binder into the teacher to be checked.

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 Practiced:

Accountability, organization, tenacity, self-discipline.



Name Your Name Here Period 1


D

Binder Check Schedule For Semester 2

Check 1 Date <u>8/2</u> Grade Received <u>85</u> Page B <input type="checkbox"/> Lifeline _____ incomplete <input checked="" type="checkbox"/> Lifeline <u>82</u> not graded <input type="checkbox"/> Lifeline _____ missing Page C <input type="checkbox"/> No date on _____ <input checked="" type="checkbox"/> Agenda <u>C 1</u> incomplete Comments	Page G <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 H 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 <u>3/9</u> Grade Received <u>85</u> 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 G <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input checked="" type="checkbox"/> <u>A</u> falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H 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 <u>4/13</u> Grade Received <u>85</u> 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 G <input type="checkbox"/> Not Updated <input checked="" type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H and Assignments <input type="checkbox"/> No date on _____ <input checked="" type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment _____ missing assignment #
Check 4 Date <u>5/14</u> Grade Received <u>85</u> 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 G <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 H 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 100 / 100

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Name Your Name Here Period 1

Binder Check Schedule For Semester 1

Check 1 Date <u>9/23</u> Grade Received <u>85</u> Page B <input type="checkbox"/> Lifeline _____ incomplete <input checked="" type="checkbox"/> Lifeline <u>81, 82</u> not graded <input type="checkbox"/> Lifeline _____ missing Page C <input type="checkbox"/> No date on _____ <input checked="" type="checkbox"/> Agenda <u>C 1</u> incomplete Comments	Page G <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 H 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 <u>10/20</u> Grade Received <u>85</u> 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 G <input type="checkbox"/> Not Updated <input type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input checked="" type="checkbox"/> Papers in pockets	Page H 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 <u>11/17</u> Grade Received <u>85</u> 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 G <input type="checkbox"/> Not Updated <input checked="" type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H and Assignments <input type="checkbox"/> No date on _____ <input checked="" type="checkbox"/> Not Updated <input type="checkbox"/> Scores not recorded <input type="checkbox"/> Needs heading <input type="checkbox"/> Assignment _____ missing assignment #
Check 4 Date <u>12/15</u> Grade Received <u>85</u> 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 G <input type="checkbox"/> Not Updated <input checked="" type="checkbox"/> Out of order General <input type="checkbox"/> _____ falling out <input type="checkbox"/> No binder paper <input type="checkbox"/> Papers in pockets	Page H 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 100 / 100

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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 gives all students practice with what they will encounter in college. If a student has never received a syllabus college could be that much more overwhelming.

How You Can Support:

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

Skills Practiced:

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 his or her binder.
3. Provide your student with the completed Binder Check form so he or she 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	
G (G1, G2, G3...)	Yes No	Yes No	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: