*Lane Technical College Prep High School*

*Honors Biology Class Policies and Syllabus 2019-2020*

Teacher: Ms. Brooke Gaynor Day Room:434 Periods: 4, 6 & 7 Email: BAGaynor@cps.edu

Course description

Biology is the study of life. This course will study different properties of life in living organisms, including cellular organization, reproduction, metabolism, homeostasis, heredity, growth, and development. Students will work independently and in small groups to examine, investigate, and analyze data collected in order to build critical thinking and problem-solving skills. This course will also focus on how living things function, adapt, and change as well as the relationship between science, technology, and society.

Required textbook

* Nowicki, N. (2017). *Biology*. Houghton Mifflin Harcourt Publishing
* One book will be signed out to each student by number during Quick Start.
* The book is to be returned by the last day of class; if the correct book is not returned or returned in poor condition, the student may be charged the cost of the textbook.
* I recommend keeping your textbooks at home to assist with supplemental content help.

Daily Required Materials (Each student is *REQUIRED* to supply these)

* Black and blue pens
* #2 pencils (colored pencils are optional but very good to have your own set)
* Loose-leaf lined notebook paper or a notebook for biology ONLY
* 1 sturdy folder to hold extra handouts and worksheets

Recommended Materials

* 3-ring binder for UNIT lectures notes, UNIT homework/worksheets, labs (3” is recommended)
* Dividers (you should have 1 divider PER UNIT in your binder)
* 3 ring hole punch to insert into binder (optional but very good to have your own)
* Note cards for vocabulary

Grading

Grades for each semester are cumulative! Weekly homework, quizzes/exams, lab reports, projects/presentations, and participation/attendance are all components of your grade. You can also check grade updates (via ASPEN) every day.

#### It is **your responsibility** to keep track of your grades on ASPEN!

*Make sure to hand in assignments* ***at the beginning of class*** *on the day it is due; if it is not turned in at the start of class, it will not be considered LATE.* Place all assignments into the ***HOMEWORK bucket*** located in the classroom.

*Grade Percentage Breakdown (per semester)*

**Summative Exams ……………...……...30%**

* **Unit Exams**

**Homework/Class Work............………..20%**

**Formative Assessments ………………40%**

* **Labs, Quizzes and Projects**

**Semester Final Exam…………………...10%**

A 100%-90%

B 89%-80%

C 79%-70%

D 69%-60%

F 59% and below

Grading Category Descriptions

* **Class work** (daily class worksheets, in class group activities)
* **Unit Exams** (given at the end of each unit and includes multiple choice/short answer)
* **Quizzes** (~ 30-70 points per quiz; includes short answer, multiple choice and matching)
* **Homework** (~10-40 points per assignment)
* **Semester Projects/ Presentations**
  + May include: Human Genetic Disorder PPT presentation, Human Genetic Disorder brochure, Current Genetic Events research project (using APA Format), Biotechnology poster, Family Pedigree Project, DNA/ RNA 3D models, Cell Models, Meiosis 3D poster, etc.

Homework

**Some homework is given a COMPLETION grade. Therefore, you MUST try all questions. Never leave ANY question blank.** A homework plan (summary) will be given to each student every 2-3 weeks and will be posted on the class website. This plan will highlight which assignments and when. Some assignments will be reviewed in class or answers keys may be given/posted on the class website.

Please make sure that you complete your OWN homework to the best of your ability. Copying from a friend, classmate, Internet, Facebook (or other social media), etc. CAN and WILL result in a zero on the assignment.

Homework Over Long Breaks:

Since this is a rigorous and cumulative course, you **will not have work to complete** over Winter and Spring breaks.

Extra Credit Work and Bonus Points:

Extra credit is given out for attending tutoring sessions at Lane Tech College Prep High School ***if*** it is available during the year. Tutoring is typically available after school from 3:20-4:05 pm in the library or on Saturdays. **YOU MUST SIGN IN/OUT ON YOUR TUTORING WORKSHEET AND HAVE THE TUTORING TEACHER SIGN IT. Students earn 0.1% for every tutoring session they attend.**

**You may earn up to 2% on your Semester average for tutoring.**

Late Work:

\*\***Late work is accepted for ½ credit NEXT class period only!**

Always refer to homework plans for due dates!

*EXCEPTIONS:*

**If you are not in class due to a/an**:

1. Excused absence or 2.) School function

* **You MUST** turn in your assignment the next day.
  + It is your responsibility to hand it to me upon your arrival back to class.
  + However, it is highly recommended that you turn your assignment in BEFORE your attend the school function so you do not forget to turn it in. If you want to turn your assignment in EARLY,

1. email your homework to me at **BAGaynor@cps.edu**
2. place your homework in my Lane Tech mailbox in the main office (Mailbox name = **DAY**)
3. or have someone else turn in the assignment before your scheduled class period.

**If you do miss class, look for any makeup work from the class bulletin board.**

Class Attendance Policy:

* This is a cumulative course.
* It is necessary to be in class every day so that you do not fall behind.
* This class moves **extremely** quickly and builds on knowledge learned the previous day.
* Absence from class will **greatly** hurt your ability to understand the material and will result in you losing participation/attendance points for that day.
* If you are absent from class, be ***pro-active*** and email me to ask what you missed!
* Missed unit exams/quests/quizzes **MUST** be made up **ON THE DAY** of your return! Please plan accordingly.
  + Makeup exams and quizzes are taken in class (or on your lunch) on the day you return depending on the class assignment for that day.

Tardies to Class:

Tardies are entered into GRADEBOOK daily. Demerits will follow in accordance with Lane’s school policy. If you are tardy to school, you **must** place your name on the white board and QUIETLY join class.

*If you arrive after the bell, YOU ARE TARDY…even if it is 1 minute after the bell!*

Lab Work:

On average, we will be doing 1-2 lab or activities per week. Labs are your best opportunity to work with the biology concepts in action and should be taken seriously. Students will work with partners or in groups.

*LABS ARE DIFFICULT TO MAKE UP AND ARE ESSENTIAL TO YOUR UNDERSTANDING IN THIS CLASS! PLEASE DON’T MISS THESE DAYS IF POSSIBLE!*

Progress Reports (via ASPEN):

Gradebook should be accessed regularly to see and keep track of grades and attendance. I am committed to this program and **update grades every week (sometimes several times per week).**

Posted Class Information (via my personal website):

I post the class syllabus, reference worksheets, assignments, homework plans, Powerpoint lectures, study guides, practice tests/quizzes, lecture notes, project directions and helpful websites on my personal website. Please familiarize yourself with this website so that you can access important class information. Information on this website will be updated per unit. Please follow the following directions in order to access the website.

* Go to www.msbrookeday.weebly.com

Please feel free to email me or stop by my office whenever you have questions regarding this class or your student’s performance. My office will be in room 245. **I PREFER** that you contact me at any time with questions/concerns at my personal school email. This email is also connected to our biology website: **www.msbrookeday.weebly.com.**

***CHICAGO PUBLIC SCHOOL EMAIL ACCOUNT:*** [*BAGaynor@cps.edu*](mailto:brookegaynor@yahoo.com)

School Year 2019-2020: Honors Biology Course Planner (Semester 1)

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Driving Question | TOPICS/CONCEPTS  \*\*Subject to change throughout the year | NGSS Disciplinary Core Ideas/Standards |
| #1- Energy and Matter | * How does a seed turn into a plant? | * Introduction to Scientific Method * Biochemistry & Macromolecules * Energy * Theory of Endosymbiosis * Photosynthesis * Cellular Respiration | The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (HS-LS1-6)  As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6),(HS-LS1-7)  As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another and release energy to the surrounding environment and to maintain body temperature. Cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. (HS-LS1-7)  The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (HS-LS1-5)  Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (HS-LS2-3) |
| #2- Central Dogma & Body Systems | * **Why do diseases, such as sickle cell, cause so many different symptoms?** | * Central Dogma * DNA/Genes * RNA * Protein Synthesis * Structure/Function * Body Systems * Diffusion * Circulatory * Respiratory | All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (HS-LS1-1) (secondary to HS-LS3-1)  Systems of specialized cells within organisms help them perform the essential functions of life, which involve chemical reactions that take place between different types of molecules, such as water, proteins, carbohydrates, lipids, and nucleic acids. (HS-LS1-1)  Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2) |
| #3-  Cell Division & Heredity | * **Why do some people get cancer, and how can we treat it?** | * Mitosis/Cell Differentiation   + Chromosomes   + DNA Replication   + Mutations   + Cell Cycle   + Cell Regulation & Cancer * Genetics   + Meiosis, Gamete Formation & Genetic Variation   + Inheritance Patterns   + Pedigrees | All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (HS-LS1-1) (secondary to HS-LS3-1)  In multicellular organisms’ individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. (HS-LS1-4)  Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (HS-LS1-4)  In sexual reproduction, chromosomes can sometimes swap sections during the process Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species’ characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (HS-LS3-1)  As successive subdivisions of an embryo’s cells occur, programmed genetic instructions and small differences in their immediate environments activate or inactivate different genes, which cause the cells to develop differently - a process called differentiation. (HS-LS1-4)  All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function). (HS-LS3-A)  The information passed from parents to offspring is coded in the DNA molecules that form the chromosomes. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus, the variation and distribution of traits observed depend on both genetic and environmental factors. (HS-LS3-B)  Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (HS-LS3-2),(HS-LS3-3) |
| #4-  Stability in Body Systems | * How can we design a solution to address the diabetes and obesity crisis in our communities? | * Homeostasis * Positive/Negative Feedback * Osmosis * Tonicity | Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1)  Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2)  Feedback mechanisms maintain a living system’s internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3) |

School Year 2019-2020: Honors Biology Course Planner (Semester 2)

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Driving Question | TOPICS/CONCEPTS  \*\*Subject to change throughout the year | NGSS Disciplinary Core Ideas/Standards |
| #5-  Evolution | **\*\*TBD** | * Darwin & Natural Selection * Population Genetics * Mechanisms of Evolution   + Speciation * Phylogeny & Taxonomy * Origin of Life on Earth | Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (HS-LS4-1)  Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (HS-LS4-2),(HS-LS4-3)  The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (HS-LS4-3)  Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment’s limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (HS-LS4-2)  Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (HS-LS4-3),(HS-LS4-4)  Adaptation also means that the distribution of traits in a population can change when conditions change. (HS-LS4-3)  Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline–and sometimes the extinction–of some species. (HS-LS4-5),(HS-LS4-6)  Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species’ evolution is lost. (HS-LS4-5) |
| #6 -  Ecology | **\*\*TBD** | * Biosphere Organization * Responses to the Environment * Energy Flow through Ecosystems   + Trophic Structure   + Food Webs   + Energy Pyramid * Succession * Population Ecology | Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (HS-LS2-1),(HS LS2-2)  A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (HS-LS2-2),(HS-LS2-6)  Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HSLS2-8) |
| #7-  Human Impact on Earth | **\*\*TBD** | * Biogeochemical cycles * Carbon * Water * Biodiversity * Anthropogenic changes in the environment | Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (HS-LS2-7)  Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (secondary to HS-LS2-7) (HS-LS4-6)  Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (HS-LS2-4)  Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (HS-LS2-5) |
| #8-  Earth’s Impact on Organisms | **\*\*TBD** | * Climate Change | **\*\*TBD** |

****Lane Tech High School Student and Parental Response Form**

**Honors Biology- Ms. Day** **2019-2020**

**WELCOME TO HONORS BIOLOGY!**

Dear Parents/Guardians,

Welcome to another school year at Lane Tech College Prep High School. I am excited that your student has decided to take on the challenge of this course and look forward to having him/her in our class. I look forward to working with your child in Honors Biology this year. As a teacher, I find parent contact to be an invaluable resource. In an effort to “start things off right,” please take a few additional moments to complete the questionnaire below. It is crucial that I have a way to contact you via phone and/or email if your student is struggling or absent. Please provide phone numbers only if you can be reached at this location (i.e. some parents do not have access to a phone at work or cannot be interrupted). I encourage parents to contact me any time. I usually respond to messages within 24-48 hrs. I have provided my CPS email address in the syllabus (BAGaynor@cps.edu), **which is my preferred means of communication**. Feel free to contact me at any time.

Best Regards,

Brooke Gaynor Day

www.brookeday.weebly.com

**The** *best and FASTEST method of communication* **with Ms. Day is through her school email (**[**BAGaynor@cps.edu**](mailto:BAGaynor@cps.edu)**).**

**I will respond within 24-36 hours.**

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**Lane Tech High School Student and Parental Response Form**

**Honors Biology- Ms. Day 2019-2020**

**\_\_\_\_ / 20 points**

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Parents and Students- Please read the class syllabus. After reading the syllabus, please fill out the document below. Please initial next to each statement so that I am certain that you are aware of the class expectations and policies. Finally, please write and sign your name and fill in your contact information. It would also be helpful if parents fill out the personal questions about your student so I can better access their needs throughout the year.

**FOR STUDENT**

*\_\_\_\_\_\_ (initial) I have read and reviewed the Honors Biology course syllabus and class policies/guidelines and understand what will be expected of me in the classroom during the 2019-2020 school year.*

*\_\_\_\_\_\_ (initial) I agree to work to the best of my abilities and to submit only my OWN work for credit in this course. I understand that if I submit work, which is determined not to be my own, I will be referred to the Lane Tech discipline office and will receive a zero.*

*\_\_\_\_\_\_ (initial)I understand Ms. Day’s extra credit policy*

*\_\_\_\_\_\_ (initial)I understand that the class website should be used in order to succeed in this class.*

***www.brookeday.weebly.com***

*\_\_\_\_\_\_ (initial)I understand that I need to contact Ms. Day at* [***BAGaynor@cps.edu***](mailto:BAGaynor@cps.edu) *immediately if I am absent from class or if I am struggling and need help.*

*\_\_\_\_\_\_(initial)I understand that I am responsible for keeping track of my grade by looking at ASPEN frequently.*

Student name: Student signature: \_\_ \_\_\_\_\_\_\_\_\_

**FOR PARENT/GUARDIAN**

*\_\_\_\_\_\_ (initial) I have read and reviewed the Honors Biology course syllabus and class policies/guidelines with my child and understand what will be expected of my child in the classroom during the 2019-2020 school year.*

*\_\_\_\_\_\_ (initial) I have paid special attention to the Gradebook/Progress Report, Lane Tech’s attendance policy and Lane’s demerit policy paragraphs of the syllabus and understand these polices.*

*\_\_\_\_\_\_ (initial) I understand that Ms. Day will be using ASPEN (internet resource) to post updated grades/attendance on my student’s progress in this class.*

*\_\_\_\_\_\_ (initial)I understand that this Honors Biology class has a personal website in order to update both parents and students on upcoming assignments, homework plans, due dates, projects directions/ rubrics and powerpoint lectures.*

*\_\_\_\_\_\_ (initial)I understand that I need to contact Ms. Day at* [*BAGaynor@cps.edu*](mailto:BAGaynor@cps.edu) *if I have any questions or concerns. I understand that this is her preferred means of communication and Ms. Day will return emails within 24-48 hours.*

Parent name: Parent signature: \_\_\_ \_\_ \_\_\_\_\_\_\_\_\_

**Parent contact information *(NOTE: Please fill in the questions/information below. This is homework for your student)***

**My name is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My student’s name is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Information-Telephone Numbers:**

**Home: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Best time of day/way to contact you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**OVER 🡪**

***Please answer the questions below so that I can get to know the needs of your student…***

* What do you consider to be one area(s) of strength for your son/daughter? Why?
* What do you consider to be one area(s) of weakness for your son/daughter that we can try to strengthen? Why?
* Has your student struggled with anything in past classes (teachers, homework, time management, exams, etc)?
* Does your child have an after-school job or other similar responsibility?
* Is there anything else you feel might be useful to me as a teacher in helping your child succeed in this class?
* What types of things is your student interested in?