



Course Syllabus	
Franklin High School	2020-2021
Course Title: AP Biology	Grade Level(s): 11-12
Credit Type: Science	# of credits per semester: 1
Prerequisites: Physics, Chemistry, Biology (or concurrent)	
<p>Course description: My AP Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices I assist students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.</p>	
<p>Standards:</p> <p>BIG IDEA 1: EVOLUTION (EVO) The process of evolution drives the diversity and unity of life. Evolution</p> <p>BIG IDEA 2: ENERGETICS (ENE) Biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis. Cells</p> <p>BIG IDEA 3: INFORMATION STORAGE AND TRANSMISSION (IST) Living systems store, retrieve, transmit, and respond to information essential to life processes. Genetic</p> <p>BIG IDEA 4: SYSTEMS INTERACTIONS (SYI) Biological systems interact, and these systems and their interactions exhibit complex properties.</p>	
<p>Schedule of topics/units covered:</p> <p>Unit 1: Chemistry of Life Unit 2: Cell Structure and Function Unit 3: Cellular Energetics Unit 4: Cell Communication and Cell Cycle Unit 5: Heredity Unit 6: Gene Expression and Regulation Unit 7: Natural Selection Unit 8: Ecology</p>	

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Differentiation/accessibility strategies and supports (TAG, ELL, SpEd, other):

Strategic Groupings, such as matching a student who is struggling with physics with one at a slightly higher level of ability.

Instruction strategies such as:

- Tiered tasks
- small group instruction
- Graphic organizers
- Agendas

Differentiation for English Language Learners will be based on SIOP practices....

Lesson Preparation: objectives will be clearly defined (content and language objectives), content will be appropriate for age and educational background.

Building Background: concepts will be explicitly linked to students' background experiences and past learning.

Comprehensible Input: Speech will be appropriate for students' proficiency levels and tasks will be clearly explained. A variety of techniques will be used to make content clear.

Strategies: Scaffolding techniques will be used consistently to assist and support student understanding. A variety of questions/tasks will promote higher-order thinking.

Interaction: Frequent opportunities will be made for interaction and discussion between teacher/students, among students, etc. which encourage elaborated responses about concepts. Sufficient wait time will be consistently utilized.

Practice/Application: Students will use digital materials, including but not limited to PhET's, video's, Google docs/forms/sheets/slides, Canvas discussions, and Canvas assignments to interact with and practice content knowledge.

Lesson Delivery: Content and language objectives will be clearly supported by lessons. Pacing of lessons will be appropriate for and responsive to student needs.

Review & Assessment: Regular feedback will be provided to students on their output. Key concepts and language will be reviewed before assessments.

In addition to being familiar with each student's identification status we use universal design strategies so that there are multiple entry points to every lesson. Assessments will be individualized, proficiency based and differentiated so that all students show evidence of academic achievement in the 4 skills being assessed.

Safety issues and requirements (if applicable):

IN-Person:

Perform only those experiments and procedures authorized by the instructor.

Be properly prepared to conduct all experiments. Pay attention to laboratory safety instructions and be sure you understand what you are doing before you proceed. Know the location of the SDS and be familiar with what the sheets indicate for the hazardous chemicals being used.

Conduct yourself in a responsible manner at all times.

Final proficiencies:

Course Objectives:

Design

Analyze

Reflect

Explain Unit 1-8

Letter grades on report cards are calculated based on scores on the Course Objectives:

A - 50% or more HPs and no CPs or DPs

B - 25% or more HPs and no CPs or DPs

C - Less than 25 % HPs and no CPs or DPs

F - Any CPs or DPs on any of the Course Objectives regardless of other scores

Assessment (pre/post)/evaluation/grading policy:

Grades are based the student's demonstration of understanding of the standards.

Every assignment within each Course Objective gets averaged together to give a proficiency grade for that objective.

Make-up assignments, revisions, and opportunities to improve grade will be dealt with on a case by case basis.

Behavioral expectations:

The student will...

- Be responsible for one's own property and behavior.
 - Observe and follow rules stated in the student handbook.
 - Bring required materials to class daily, and be prepared for class or lab by completing the required readings or assignments ahead of time.
 - Refrain from eating or drinking in class. (Remember you are in a science lab.)
 - Refrain from using cell phones or other electronic devices for the purposes of communication or entertainment.
 - Cell phones must be turned off for all quizzes and tests or when any test material is out.
 - Refrain from touching any equipment unless instructed to do so by the instructor. o
- Read, understand, sign and return the safety contract

Safety issues and requirements:

- Perform only those experiments and procedures authorized by the instructor.
- Be properly prepared to conduct all experiments. Pay attention to laboratory safety instructions and be sure you understand what you are doing before you proceed. Know the location of the SDS and be familiar with what the sheets indicate for the hazardous chemicals being used.

- Conduct yourself in a responsible manner at all times. No horseplay, or other fooling around should ever occur in the laboratory.
- Wear appropriate eye protection, as directed by the teacher, whenever working in the laboratory or in field experiments such as rocket launches. Safety goggles must be worn during hazardous activities involving caustic/corrosive chemicals, heating of liquids, and other activities that may injure the eyes.
- Keep hands away from face, eyes, and clothes while using solutions, specimens, equipment, or materials in the laboratory.
- Splashes and fumes from hazardous chemicals present a special danger to people who wear contact lenses. Therefore, it is preferable for students to wear regular glasses (inside splash-proof goggles, when appropriate) rather than contact lenses during all class activities or purchase personal splash-proof goggles and wear them whenever exposure to chemicals or chemical fumes is possible.
- Gloves must be worn at all times. Students with open skin wounds on hands must wear gloves or be excused from the laboratory activity.
- Know the locations of fire extinguishers, gas shutoff, fire blanket, eyewash, safety shower, and first aid kit. Emergency exits and aisles must be kept clear at all times.
- Confine or securely tie hair that reaches to the shoulders. Roll long sleeves above the wrist. Long, hanging necklaces, bulky jewelry, and excessive or bulky clothing should not be worn in the laboratory.
- Do not eat food, drink beverages, or chew gum in the laboratory area.
- Work areas and equipment should be kept clean and tidy at all times. Bring only materials specified by your instructor to the work area. Other items such as books, purses, backpacks, etc. must be stored in an area designated by the instructor.
- Dispose of laboratory waste as instructed by the teacher. Use separate, designated containers (not the wastebasket) for the following:
 - Matches, litmus paper, wooden splints, toothpicks, etc....
 - Broken and waste glass
 - Rags, paper towels, or other absorbent materials used in the cleanup of flammable solids or liquids
 - Hazardous/toxic liquids and solids
- Read chemical labels very carefully. Make sure that you have the correct substance in the correct concentration. Check the label twice before removing any of the contents. Follow the instructor's safety instructions for handling hazardous materials.
- Do not return chemicals to their original containers unless you are specifically instructed to do so.
- Always work in a well-ventilated area when using volatile substances or hazardous vapors.
- Handle all chemicals with care. Never taste a chemical. Check odors when instructed to do so by gently wafting some of the vapor toward your nose by hand.

- Never take chemicals, supplies, specimens, or equipment out of the laboratory without the knowledge and consent of the instructor.
- Never work alone in the laboratory without adult supervision.
- Do not enter the laboratory stockroom(s) or storage areas without specific permission from your instructor.
- Transport chemicals, materials and equipment properly as directed by the instructor.
- Human body fluids pose potential dangers and can only be used under strict teacher supervision.
- Always clean the laboratory area before leaving.