![C:\Documents and Settings\Meesh\Local Settings\Temporary Internet Files\Content.IE5\7QSL1YOW\MCj01987080000[1].wmf]()**Nation Ford High School AP Biology**

2017-2018

Mrs. Susan Javon

Classroom: C113

Email: javons@fortmillschools.org or javons@fmsdmail.org

**Website:** <http://apbionafo.weebly.com/> **Assignment calendar:** <https://localendar.com/public/apbionafo>

**Textbooks and Related Materials:**

• Text: Urry, Lisa A., Michael L. Cain, Steven Alexander Wasserman, Peter V. Minorsky and Jane B. Reece.. Campbell Biology in Focus AP© Edition, 2nd ed. NY: Pearson Education, 2017.

• AP Biology Exam Review Book (of your choice) Ex: Cliff’s AP: Biology, NEWEST edition. NY: IDG Books Worldwide, 2001

* Classroom supplies: 1 ream copy paper, 1 roll of paper towels, 1 box of kleenex

**The Four Big Ideas:**

This AP Biology course teaches introductory college-level life science. The major focus of this course is the Four Big Ideas. Each unit encompasses a series of enduring understandings which explore the essential content knowledge through learning objectives and inquiry science practices that will connect and integrate the Four Big Ideas of AP Biology. The Four Big Ideas are listed below.

*Big Idea 1: The process of evolution drives the diversity and unity of life.*

*Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and maintain dynamic homeostasis.*

*Big Idea 3: Living systems store, retrieve, transmit and respond to information essential to life processes.*

*Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.*

**Class Format**

To address the learning objectives and science practices found in a 2-semester college level course, the class will move at a consistent pace. Students are assigned to read and take notes on chapters in the textbook. Assigned readings will be discussed the following day and will replace most “formal” lecture. Students will be given many data-based questions and essays thatwill help prepare them for the AP exam. Lab participation is also an integralcomponent of the course. Scientific inquiry is emphasized and practiced. Analysis of lab data is formatted similarly to professional research. Students will learn how and when to use a variety of statistical tests. Furthermore, each test is constructed to be a “mini AP” exam consistingof multiple-choice, data sets, and free response questions and the test will be timed.

There will be a **strong** emphasis on critical thinking in this course. In order to develop critical thinking skills, students will be engaged in a variety of individual and collaborative activities that will prompt students to discover and analyze advanced biology concepts.

**Homework**: Homework assignments consist of readings, practice essays, pre-lab and post-lab write-ups, data analysis questions, and other projects and assignments as seen fit. I cover about a chapter a week and students are required to read prior to class so that they can better participate in class discussion. The practice of prior readings will also help acclimate students to the expectations of a college course. Homework may or may not be graded. If collected, homework must be turned in at the START of class! You will also be expected to complete any work you did not finish during class for homework.

**Review**: Approximately 3 weeks are allotted at the end of the second semester for exam review. In addition, multiple released AP exams are administered in class and graded. If needed, I can also hold an optional study session during the last few weeks leading up to the exam, after school or on weekends for students who want addition review help. Students are required to take practice exams at the end of the year.

What kind of assignments can I expect?

1. DAILY Reading assignments/homework
2. 8-10 College Board Labs & accompanying lab reports of varying formats
	1. Work with plants, insects, bacteria, enzymes, cells, etc.
	2. Focus on statistical analysis of Labs (🡪 There is plenty of math!!)
3. Group and individual projects
4. Frequent quizzes
5. Tests usually cover 2-3 AP Chapters plus the midterm, final, practice exams and the actual AP exam

**Grading:**

Your 6-weeks grade will be based on the following:

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Major assignments: **60%**

(Tests, major labs, projects)

Minor assignments: **40%**

(Quizzes, smaller labs and projects, activities, etc.)

The midterm/final exam will be worth 10% of your grade.

TEST CORRECTIONS: Students may earn half credit back on questions that were missed. Test corrections may be done before school or during FLEX. You have three days after the test was given in class to make corrections. **There will be no exceptions**. Test corrections only apply to the multiple-choice part of the test. **Test corrections must be completed in one session. You will not be permitted to start them and come back to finish at a later time**. SOS does not apply to an AP level class.

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| Unit | Chapter(s)  | Timeframe |
| Unit 1: Organic Compounds & Water | 2,3 | 2.5 weeks |
| Unit 2: The Cell & Cell Processes | 4 & 5 | 2.5 weeks |
| Unit 3: Cellular Energy | 6, 7 & 8 | 4.5 weeks |
| Unit 4: Cell Division | 9-10 | 1.5 weeks  |
| Unit 5: Genetics | 11-14\*Midterm (Biology Pre-AP Final) | 3.5 weeks |
| Unit 6: From Gene to Protein  | 15-17 | 2.5 weeks  |
| Unit 7: Evolution  | 19-27 | 3 weeks  |
| Unit 8: Plants  | 28-31 | 1.5 weeks |
| Unit 9: Animals | 32-39 | 3 weeks |
| Unit 10: Ecology | 40-43 | 2.5 weeks |
| REVIEW  |  | 3-4 weeks  |
| AP BIOLOGY EXAM |  | **May 14, 2018** |
| After AP Biology Exam | Ecology Community Project  |   |
| FINAL EXAM |  |  |

**AP Biology 2017-2018 Mrs. Javon**

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**Student last name, first name**

*I (Parent/Guardian &/or Student) have read the Syllabus, reviewed it with my parent/guardian &/or student, and understand its contents. I understand that while any equipment is being used by me, it is my responsibility to maintain proper lab behavior, precautions, and safety requirements set forth by the teacher.*

Parent/Guardian Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*I have read the Syllabus with my parents, understand all its contents, and know my responsibilities.*

Student Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact log:**

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