



Darnell-Cookman Middle/High School
Advanced Placement Biology
2018-2019
Ms. Gayle Fiser

Darnell-Cookman Mission Statement:

To prepare students for collegiate success through a rigorous college preparatory curriculum integrated with professional medical standards emphasizing integrity, the pursuit of academic excellence, and a passion for life-long learning.

Honor Code:

Students at Darnell-Cookman Middle/High School, School of the Medical Arts will be expected to uphold the four standards of our school and place high value on intellectual rigor and academics.

- **Honesty** – When students practice honesty, the result is fairness for everyone.
- **Respect** – Respect is treating others as we would like to be treated. In an environment of respect, work we call our own, is our own.
- **Responsibility** – Responsibility is the quality of being accountable for our actions and accepting the consequences of our actions.
- **Integrity** – Integrity is a commitment to a value even when others are not present to witness it.

Enrollment at Darnell-Cookman Middle/High School requires a commitment to these principles. Students are expected to acknowledge fully and in detail the work, thought, or ideas of another person if incorporated in work submitted for assessment; to submit separate pieces of work in fulfillment of the requirements of different components (i.e. research papers); to ensure that the work is their own and is never given to another student in any version (hard copy or electronic) knowing that it might be submitted for grading as the work of another student.

In order to prevent a student from gaining an unfair advantage, these behaviors will result in the following:

- 1) **Grade of zero** – all students involved will earn a zero for the work and/or referral to Dean
- 2) **Documentation**- the incident will be recorded and a parent conference will be held

Introduction and Course Description:

AP Biology is a challenging course, yet very rewarding and fun. A student's **success will depend on the amount of personal time and effort** that is invested into this course. Success requires dedication and consistency. It requires coming to class **prepared everyday**. Students will be given the opportunity to develop a deep understanding of biological concepts and their application to our environment and society, through laboratory experiences, activities, lectures, and discussions. The College Board curriculum is designed to spend more time on inquiry-based learning of essential concepts that will help develop their reasoning skills. It is organized around 4 central Big Ideas, that students will engage and connect during the year. **THIS IS A COLLEGE LEVEL COURSE** and students will be held to high expectations and mature responsibilities just like a college freshman taking Principles of Biology I and II. This class requires learning at an accelerated pace due to the amount and complexity of the required material. Due to the volume of information, **self-learning will be required**. This course is designed to prepare students for the college level Advanced Placement Biology Examination and is based on the Curriculum Framework and Science Practices established by the College Board. All students in AP Biology will take the AP exam, therefore, it is expected that this be a team effort and requires all to step up to the challenge.

Course Outline

This syllabus will be delivered over a series of approximately 160 ninety-minute time periods taking place between August and the AP Exam. Advanced Placement Biology will be double-blocked, scheduled as AP Biology on A day and Genetics on B day. The Genetics class is to accommodate the time needed for AP Biology. The course is compared to the equivalent of Principles of Biology I and Principles of Biology II at some institutions. To meet the College Board requirements in Advanced Placement Biology, the following topics will be covered within the schedule as follows:

Unit 1 Intro to Biology and the Chemistry of Life

Unit 2 Cells and Cellular Processes

Unit 3 The Genetic Basis of Life

Unit 4 Evolution

Unit 5 Organism Physiology

Unit 6 Ecology

Information and assignments will be posted on the class whiteboard and on my class website, fiserscience.com. Students should refer to the website several times during the week for updates.

Educational Materials Needed for this Course:

Mader, Sylvia. Biology. 10th ed. New York: McGraw-Hill Companies, Inc., 2010.
Campbell, Neil, and Jane Reece. Biology. 7th ed. San Francisco: Pearson Education, Inc., 2005. Later editions available in class only.

There is also a current Biology for AP Courses by OpenStax, and it is available online in web view and PDF formats to use as a resource for free.

Biology for AP Courses from OpenStax, Print ISBN 1947172409, Digital ISBN 1947172417, www.openstax.org/details/biology-ap-courses

AP Biology Investigative Labs: An Inquiry-Based Approach. New York: The College Board, 2012.

AP Biology Lab Manual. New York: The College Board, 2001.

Various AP Biology Review Books

National Center for Case Study Teaching in Science. <http://sciencecases.lib.buffalo.edu/cs/collection/>

Additional materials include additional labs, worksheets, course study guides, visual aids, models, charts, handouts, laboratory equipment and various other resources.

Supplies to be purchased by Student:

Blue/black pens Pencils 2" 3-ring binder Notebook paper
Notebook dividers Highlighters Post-it notes

Grading Policy

Grades will be calculated on a percentage basis. The value of each individual assignment varies. Students earn a grade based on the quality of the work they complete.

Distribution of class grades:

(Grades will be duplicated in both AP Biology and Genetics to maintain a steady, achievement based grade in each course for calculation of GPA)

Quarters 1-3:

Exams: 50%

Quizzes: 10%

Labs, Lab Reports, Mini Posters: 15%

Homework/Daily Work/Readings: 25%

Quarter 4 is planned for review and testing. Grades will be on a point system.

Exams:

Exams are given at the end of each unit (or within each unit if large unit) in order to prepare students for the AP exam in May, and will consist of multiple choice and free-response questions from past exams. There will be cumulative exams at the end of the 9-week period and at the end of the semester. Missed exams must be arranged by the student to be taken after school within the allotted allowable time frame. In most cases, the same exam will not be given.

Quizzes:

Quizzes are given to ensure that students are coming to class prepared. Quizzes are short, and can be announced or unannounced. Quizzes will not be made up. A maximum of one missed quiz can be considered a drop quiz grade.

Labs:

Laboratories are an essential component of the AP Biology Curriculum, and will occupy a great deal of time in this course (greater than 25% of the course). Lab investigations are taken from the AP Lab Manuals or alternate sources. Labs are designed to allow the students to apply their knowledge of the biological concepts discussed in class. Students are expected to be prepared for laboratories. This preparation includes reading assignments, written work and pre-labs, which establish the objectives of the lab. A lab report or another form of assessment, such as a Mini-Poster or CER poster (Claim, Evidence, Reasoning) will be assigned for the lab (due dates depend on the difficulty/length of the investigation). Lab behavior and technique are also sometimes factored into the laboratory grade. If behavior is distracting or considered unsafe, the student will be removed from the lab area and given a zero. **There will be a required minimum of 8 of the 13 AP Investigative Labs performed.** All labs have a statistical analysis requirement. Additional labs and activities will be done throughout the year to further apply the knowledge learned in class. **Attendance is required for all labs (each day of lab) due to the nature of perishable items used in labs. A student can earn no more than 70% if they miss a day of a multi-day lab. Closed Toe shoes must be worn on lab days.** I recommend keeping a pair in your locker.

Homework/Late Work Policy:

Both individual homework and classwork, along with class group work will be assigned. In order to progress at an accelerated pace, students must prepare for each class prior to the next class meeting. Written work will not always be graded and not all grades are generated from written work. **Any written homework assignment must be in the student's handwriting and not typed.** A maximum of 70% will be given for late work. All late work is due 1 week prior to end of the 9 weeks. No late assignments will be accepted during the last week prior to the close of grades.

Homework/Late Work Policy: The district time frame of one day for each day absent will be honored. If you are absent, it is your responsibility to stay informed on my website. Due to the nature of labs, they are many times impossible to make up due to perishable items. An alternate assignment could possibly be assigned in this situation.

Make-up Work District Policy: Regular attendance in each forty-five day grading period is necessary for a student to be successful in school. Missing work shall be made-up for all absences, including suspension. Make-up work shall be allowed for each day of absence. Your child may earn up to full credit for such work submitted with acceptable time frame outlined within DCPS Student Progression Plan.

Parent/Teacher Conference Information: If you have a question about your son's/daughter's grade, please check the Focus Grade Portal to see if I have left any notes about specific assignments. If you still have questions, feel free to email me directly. If you have more general questions about your son's/daughter's overall academic progress, you can contact their school counselor or you can call the Student Services office to schedule an appointment for a parent/teacher conference. Please remember that parent/teacher conferences are only available on a limited basis and may not include all of your child's teachers. Please be specific when scheduling a conference to just those teachers that you need to meet face-to-face.

Movies:

At academically appropriate points of the year, after school and after the AP Exam, relevant AP Biology films could possibly be shown in class. Viruses and Genetics related films: "Contagion" Rated PG-13; "I am Legend" Rated PG-13; "GATTACA" Rated PG-13; "World War Z" Rated PG-13; and "Jurassic Park" Rated PG-13. "Outbreak" Rated R (1995 "R" No nudity or sex, but moderate profanity); Cancer and BioEthics related film: "The Immortal Life of Henrietta Lacks" Rated TV-MA. Please advise me via below if you object to any of these films. There is a possibility we might watch a total of one or two during the entire year.

Teacher Information

Email: Please feel free anytime to email me at: fiserg@duvalschools.org

Help sessions and extra lab time are available by appointment and some Thursdays after school only to students that regularly complete assignments, attend class regularly, have exhausted all resources provided, and have trouble with specific issue that they can identify. This is the student's responsibility to schedule as needed.

Please visit the class website regularly for class information at fiserscience.com

I have read Ms. Fiser's AP Biology Syllabus for 2018-2019

Parent Signature: _____

Parent Printed Name: _____

Parent email: _____

(Please print)

Confirmation of parent email: _____

Parent cell phone #: _____

Student cell phone #: _____

Student signature: _____

Student email: _____

Date: _____

Please initial the following:

____ **I am possibly available to chaperone field trips and senior events.**

____ **I approve the following tentative movie list:**

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