

## Greendale High School

Advanced Placement Biology/CAPP 2019-2020

Instructor: Amy Zientek, Ph.D.

Email: [amy.zientek@greendaleschools.org](mailto:amy.zientek@greendaleschools.org)

Room: 14

Phone: 414.423.0110 ext.4014

Hours: 8:30AM-3PM

Availability: 8:45-9:34AM M-F, 10:35-11:20AM MWF, after school by appointment

Webpage: <http://gsdzienteka.weebly.com/>

### Advanced Placement Biology Syllabus

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Examination, some students, as college freshmen, are permitted to undertake upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors.

AP Biology has been redesigned to foster a deeper level of learning, and has shifted from a traditional “content coverage” course to one that focuses on conceptual understandings. Less time will be spent on recall and more time will be spent on inquiry-based learning of essential concepts. The key concepts and related content that define the revised AP Biology course and exam are organized around a few big ideas, including:

- |                   |  |
|-------------------|--|
| <b>Big Idea 1</b> | <b>The process of evolution drives the diversity and unity of life.</b>  |
| <b>Big Idea 2</b> | <b>Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.</b> |
| <b>Big Idea 3</b> | <b>Living systems store, retrieve, transmit and respond to information essential to life processes.</b>                                |
| <b>Big Idea 4</b> | <b>Biological systems interact, and these systems and their interactions possess complex properties.</b>                               |

#### Materials

- Hillis, D.M., Sadava, D., Hill, R., Price, M.V. (2013). *Principles of Life (2<sup>nd</sup> ed.)*. Freeman & Company, W.H. (eBook provided by the school, hard copy provided per student request)
- 1 ½” 3-ring binder (re-use for each unit)
- Folders (12 units throughout the school year, or purchase an accordian file so you can put papers in each section)
- Spiral notebook (for class drawings)
- Class Code for Google Classroom: **1po044**
- Blue and Black ink pens
- Pencils
- Composition notebook
- Tape
- Scissors
- 2 dry erase markers (different colors, if possible)
- One black sharpie
- One red sharpie
- [Calculator](#)

### Expectations/Assignments

#### Assignments

- ◆ All written work (including lab reports) is to be turned in promptly at the **beginning** of the class; late work will be deducted **50% per day late**.
- ◆ Turn in your own work. Even when working in a group, you are responsible for writing your own interpretation(s). If you have questions, ask the instructor.

## Per GHS:

**Unless specifically stated by the teacher in writing** all work turned in, for credit, is to be authentic (done by YOU) not copied from a “partner” because you “worked together”. Work cannot be recycled from previous classes or assignments. All work should be individual, therefore, sharing of any Google Docs or part thereof is not permitted.

In addition, **unless specifically stated by the teacher in writing**, all work turned in is to be completed entirely by you. This means that unless the assignment asks you to consult sources, you are not allowed to do so. This includes using any form of published online notes, websites, essays, or other resources, including people other than your teacher. Even if you put these materials into your own words, your act of consulting resources when you are not allowed to do so is cheating. If sources are permitted to be used on an assignment, all material used MUST be properly cited. This includes material that you rephrase as well as material that you quote.

- ◆ Class readings from the textbook and/or supplements are essential. Read before lecture. Re-write notes after lecture (it helps to organize your thoughts and to figure out if something doesn't make sense). Consistency is key to your success in this class.
- ◆ **Study suggestion:** spend 10-minutes on class each night, even if you have nothing to formally turn in the next day. Spend your 10-minutes reviewing what you learned that day. Make sure the information makes sense to you. If you can teach what you've learned in class that day to another student, you've had a good review of the content. If you can't, I should see you the next morning in resource.

## Laboratory:

- ◆ Attendance at each lab exercise is essential; you will not be able to makeup most laboratory work. You are responsible for the material in each lab exercise. If you are absent during a lab period, you will turn in an alternate assignment.
- ◆ It is your responsibility to familiarize and read the lab content before lab begins. Before a lab exercise is performed in the lab, a pre-lab will need to be completed. Instructions for the pre-lab will be provided in class. Written lab reports are due as assigned by the instructor – this year, we will be using Google Classroom to turn in most lab write-ups. Group presentations will often be expected following lab for comparison and critique of methods and results. Moodle will also be used for pre-reading lab expectations.
- ◆ Please make note that the labs have students using logic and analytical skills to consider how a problem can be solved, and in some cases, identifying the problem itself. Students are required to complete eight of thirteen inquiry labs required by College Board.

## **Grades/Grading**

- ◆ Assessments = 51% (tests, quizzes, major projects)
- ◆ Supplemental Activities = 34% (lab reports, homework assignments)
- ◆ Semester Exam = 15%

Note: No extra credit is offered in this class

Late work is deducted 50% for each day late. Answer keys are often posted on Moodle, sometimes on Google Classroom. Students are expected to check their work prior to class so that they can ask questions during class.

Note: The semester 1 final exam will mirror the AP Biology Exam students will take in May. All AP Biology students take the semester 1 final exam. Students who take the AP Biology Exam in May are exempt from a cumulative semester 2 final exam. Students who do not take the AP Biology Exam in May are expected to complete a cumulative semester 2 final exam.

## **Timing of the AP Biology Exam**

### ADVANCED PLACEMENT BIOLOGY EXAM

- ◆ You are encouraged to take the [AP Biology exam on Monday, May 11, 2020](#). The test is divided into two sections. Section 1 contains two types of questions: 63 Multiple Choice & 6 Grid-in (mathematical calculations). Students are provided a formula sheet to use on the exam. Students are given 90-minutes to complete Section 1. Section 2 contains two types of questions: 2 Long Free Response and 6 Short Free Response. Students are given a 10-minute reading period to outline their responses followed by an 80-minute writing period. Questions will involve more reading and application of knowledge. Your

consistency in reading the textbook and supplemental articles will aid you in reading longer stems on the multiple choice questions.

<b>AP Biology Exam Format</b>		
Section 1	60 Multiple Choice	90-minutes
Section 2	2 Long-Response; 4 Short-Response	90-minutes

- ◆ The cost of the AP Biology exam will be approximately \$94.00. If the fee causes you hardship, check with guidance about scholarships that may help pay for the expense.

Beginning a new school year is exciting. If I can help you in any way, please ask. My concern and hope for you is that you will work hard, learn, and enjoy AP Biology. I want you to succeed. I hope, too, that you will come to appreciate yourself, one another, and life a little more each day.

**Helpful Link(s)\*\***

Google Classroom Code: **1po044**  
[eBook](#)

\*\*It is encouraged that you bookmark the above links because you will be using them the entire school year.

-Ms. Z