



ADVANCED PLACEMENT BIOLOGY

INSTRUCTOR: Ms. KAILEY CHRISTENSON | KAILEY_CHRISTENSON@CHINO.K12.CA.US

CONTACT INFORMATION

Instructor: Ms. Christenson
Room: C104

The best way to contact me is
through district email:
Kailey_Christenson@chino.k12.ca.us

Students, please use your district
assigned email when contacting
me. Be sure to include the reason for
contacting me and your full name in
the email subject line, for example:
*Exam II Makeup (Student Full
Name)*.

I am committed to responding to all
student and parent emails within 24
hours on weekdays.

COURSE MATERIALS

Campbell Biology, AP Edition

Additional course materials, posted
assignments, announcements, and
other important resources can be
found on Google Classroom. Access
to Google Classroom requires a
CVUSD-issued Google and/or Office
365 account.

COURSE DESCRIPTION

Advanced Placement Biology is the equivalent of a two-semester college introductory biology course for biology majors and is designed to prepare students for the AP Biology Exam. Emphasis is on experiencing science as an exploratory process, the development of critical thinking skills, and integration of biological knowledge and science practices through inquiry-based activities and laboratory investigations.

As outlined in the College Board AP Biology Course and Exam Description, this course is structured around the four Big Ideas. The Big Ideas, shown below, encompass the core scientific principles, theories, and processes governing living organisms and biological systems. Appreciation for the study of life and an understanding of unifying principles within a diversified biological world are fostered through student-made connections between the Big Ideas.

- **BIG IDEA 1: EVOLUTION** The process of evolution drives the diversity and unity of life.
- **BIG IDEA 2: ENERGETICS** Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis.
- **BIG IDEA 3: INFORMATION STORAGE AND TRANSMISSION** Living systems store, retrieve, transmit and respond to information essential to life processes.
- **BIG IDEA 4: SYSTEMS INTERACTIONS** Biological systems interact, and these systems and their interactions possess complex properties.

Being that this is a college-level course, students should expect a workload equal to what would be encountered at a four-year university. Due to the large volume of course content, class time will emphasize practicing the process of biology. The dissemination of basic content knowledge is primarily handled through the readings and resources found within the class. As such, you are required to interface, engage, and interact with course material before class. Inquiry-based laboratory investigations will make up at least 25% of instructional time. Communication of laboratory results will occur through formal reports, group presentations, poster sessions, and summaries of literature and scientific investigations.

Course examinations are given out after each designated unit and are used to resemble the AP exam that students will be taking in May.

All students taking the course are expected to register and sit for the AP Biology Exam. The AP Biology Exam will assess both your ability to think like a scientist and your understanding of the course content. See the AP Biology Exam At A Glance for more detailed information regarding the AP Biology Exam.

Course Overview:

The format of this class will be taught in a traditional classroom style. The students will receive a topic paper called a PDA for every topic they learned about in a unit. On the PDA, there are questions that the students must answer. The PDA questions will be the same questions I use on my frequent quizzes. So, if a student is diligent on answering those questions for homework as review, they should do great on the quizzes given in class. The students will be responsible using the PDA's to understand the content, and ask questions if something does not make sense. Much of class will be spent doing either inquiry labs or activities, where students will be able to apply their knowledge of the learned topics from the PDA's. In class, the students will also take part in Daily Formative Assessments, in which the students will come in with questions on the board for them to complete which resemble the AP exam questions. Not only is this great practice for the AP Exam, but it is also a great quick check for the students and myself to see how they are processing the information being taught to them. Besides these assignments, the students will be taking quizzes which they will be notified about ahead of time. Lastly, they will be given exams at the end of each unit. Active participation is expected in my classroom as we will be diving into several scientific concepts through inquiry-based learning and collaborative communication.

COURSE POLICIES

Classroom Behavior & Expectations

Classroom expectations are aligned with the Chino High School Wide Expectations.

- **Be Respectful:** Disrespect of any kind will not be tolerated. Students will respect themselves, and show respect to the instructor, their classmates, and the classroom. Behave with maturity and respect by actively listening when someone else, whether the instructor or a peer, is speaking. Respect our classroom by refraining from eating and drinking in the classroom, disposing of trash in the proper receptacles, cleaning up after laboratories, and treating books and classroom supplies with care. Immaturity during labs and field work is a safety concern and will not be tolerated and may result in a significant loss of points, an automatic "Unsatisfactory" in citizenship, and/or additional consequences. Offensive, crude, or obscene language will not be tolerated. The school dress code, including the wearing of hats, sweatshirt hoods, and sunglasses in class, as outlined in the student handbook will be enforced at all times.
- **Be Responsible:** Enrollment in an AP level course means students are responsible for their own success. Come to class prepared and ready to learn. There is no excuse for lack of materials, lack of preparedness, or ignorance of information addressed in class and/or posted on the Google Classroom. Students are expected to be in their seats by the time the late bell rings and will be marked tardy if they are not. Students are expected to use the restroom, if necessary, during passing periods before or after class.

- **Be Present and Engaged:** The course functions best when everyone is present, both physically and mentally, and actively participates. The use of electronic devices (e.g., cell phones, smart watches, Chromebooks, earbuds/headphones) outside of teacher direction poses a huge distraction to student learning and is thus strictly prohibited. Cell phones will be expected to be inside of the designated phone pockets at the start of class.

Academic Integrity

Each student in this course is expected to abide by Chino Valley Unified School District and Chino High School policies on academic integrity. It is expected that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

You are encouraged to work with your peers to study course content. As such, some assignments will have evidence of collaboration. I expect that much of the group work that you complete will be similar across members of the same group. Outside of this, all other assignments in this class, including assessments and homework, are expected to be done individually and to be original work.

Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Any violation of this policy is unacceptable and will not be tolerated. Students found to have committed an act of academic dishonesty shall be subject to Chino Valley Unified School District and Chino High School discipline policies. Consequences may include, but are not limited to, the following: a zero grade on the assignment, project, assessment, or any other activity where the academic dishonesty occurred, parent notification, and disciplinary action (e.g., administrative detention, Friday Work/Study, ALC, suspension).

Late/Make-up Work

All assignments are due at the beginning of the student's respective class period. Any assignment not turned in at the beginning of the period is considered late. Assignments turned in the day after the assignment was due may be eligible to receive a maximum of half credit. Assignments turned in after the next day from the due date will not receive credit.

In the event of an absence, students are responsible for communicating with and obtaining missed assignments from the instructor immediately upon their return. If a student has an impending or planned absence or if their absence is over an extended period, inform the instructor and submit a request with the attendance office for assignments to be sent home. Students who miss school work because of an unexcused or excused absence shall be given the opportunity to complete all assignments and assessments missed during the absence that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time, as determined by the teacher. If a student misses class and does not subsequently turn in an assignment, take an assessment, or fulfill another class requirement which he/she missed, the student's grade will be lowered for nonperformance.

If a student misses a test, they will have an opportunity to make-up the test at a specified time which will be decided between the student and myself. Credit recovery will be available to students for exams that they did not feel like they mastered. There is no score that has to be met in order to be able to complete credit recovery. IF extra credit opportunities are ever offered, they will be offered to the entire class, not just select students.

EVALUATION OF STUDENT ACHIEVEMENT

The course grade given to each student shall be based on student achievement in meeting the requirements specified in the California Next Generation Science Standards, College Board AP Biology curriculum framework, curriculum embedded and/or District assessments, and other relevant curriculum and instruction.

This evaluation will be based on the following criteria:

Summative Assessments (e.g., examinations, performance assessments)	50% of the final grade
Formative Assessments (e.g., quizzes, FRQs)	15% of the final grade
Laboratory (e.g., laboratory activities, laboratory reports, presentations)	25% of the final grade
All Other Assignments (e.g., classwork, homework)	10% of the final grade

Course Content		Work Habits/Effort/Behavior	
A	90 – 100%	O	Outstanding
B	80 – 89%	S	Satisfactory
C	70 – 79%	N	Needs Improvement
D	60 – 69%	U	Unsatisfactory
F	0 – 59%		

Note: Plus and minus signs may be used at the discretion of the teacher, but do not affect grade point average. As there are multiple opportunities for students to earn points, the ranges indicated above are absolute.

Grades will be updated weekly and can be accessed online via the student and/or parent Aeries Portal.

STUDENT & PARENT ATTESTATION

Signing of this page serves as an acknowledgment that both student and parent/guardian have read and understand the AP Biology course expectations as outlined above. In addition, the signature of this page indicates familiarization with the Biomedical Science and Technology Academy policies found in the school handbook.

Student Name (Print) & Date

Parent/Guardian Name (Print) & Date

Student Signature

Parent/Guardian Signature