

AP Biology at Stanwood High School is a course designed for students that have a strong interest in, or desire to pursue a career in, the sciences. The AP Biology course is designed to offer students topics that are covered in a freshman Biology course at the university level. Students accepting the challenge of an Advanced Placement course will be required to actively participate in all lectures and laboratory activities that are conducted during the year.

To succeed in AP Biology students must be highly motivated to learn. Reading requirements for the course are rigorous and require a daily commitment in-order to stay caught up in the class. Exams generally cover 2 chapters in the text and occur every week depending on the content being covered and the number of labs that are conducted during the unit. Laboratory activities suggested by the College Board are conducted to give the student a fair representation of a university-level Biology course.

With the amount of material needed to be covered before the May AP test dates, it is imperative to have the introductory material completed by the time school starts in the fall.

Summer Assignment

On Line Textbook: Online Biology Book
<http://www.estrellamountain.edu/faculty/farabee/biobk/biobooktoc.html>

Log on to the above website.

- * **Read:** Introduction: “The Nature of Science and Biology”
- * Make reading notes in your science journal for a homework grade, to be taken up on the first day of class. (Sept.)
- * Do review questions at the bottom of the page. (1-15). Bring first day of class completed to be graded. (Sept.)

* **Read:** Chemistry I: “Atoms & Molecules”

* Make reading notes in your science journal for a homework grade, to be taken up on the first day of class. (Sept.)

* Do review questions at the bottom of the page. (1-11). Bring first day of class completed to be graded. (Sept.)

* **Read:** Chemistry II: “Water & Organic Molecules”

* Make reading notes in your science journal for a homework grade, to be taken up on the first day of class. (Sept.)

* Do review questions at the bottom of the page. (1-12). Bring first day of class completed to be graded. (Sept.)

Answer the following free response Questions Covering Chapters 1, 2, & 3. Included in the packet. (will be supplied)

Prepare for a test on Chapters 1, 2, & 3 to be given 1st week of school.

FREE RESPONSE QUESTIONS COVERING CHAPTERS 1, 2 AND 3

DIRECTIONS: Answer the questions below as completely and as thoroughly as possible. Answer the question in essay form (not outline form), using complete sentences. You may use diagrams or pictures to supplement your answers, but a diagram or pictures alone without appropriate discussion is inadequate.

1. Explain the formation of the following bonds:
a. hydrogen bond b. ionic bond c. covalent bond
2. Describe how the subatomic particles are arranged in an atom. Explain when or why an atom is stable or not stable. How can we predict which elements are stable under natural conditions and which elements tend to undergo chemical reactions.
3. Describe the structure of both a water molecule and the compound water.
4. Design an experiment to test a hypothesis. (Be careful and complete!)
5. When you hard-boil an egg, the clear liquid part surrounding the yolk becomes white and solid. Discuss why this happens.
6. Describe why water is an ideal medium for living things.
7. Discuss the biological importance of each of the following organic compounds to living things AND discuss their structure.

- a. Carbohydrates (monosaccharides, disaccharides, and polysaccharides)
- b. Proteins (include the levels of protein structure)
- c. Lipids (phospholipids, waxes, and steroids)
- d. Nucleic acids (DNA and RNA)
- e. Alcohol
- f. ATP

8. The unique properties (characteristics) of water make life possible on Earth. Select three properties of water and:

- a) for each property, identify and define the property and explain it in terms of the physical/chemical nature of water.
- b) for each property, describe one example of how the property affects the functioning of living organisms.

9. Compare and contrast a condensation reaction (synthesis) with a hydrolysis reactions and give an example of each.

10. Describe the dissociation of water and describe and explain pH and the pH scale. Explain what is a buffer, and why it is important to living things.

AP Biology

Philosophy

The Advanced Placement Biology course is designed to be the equivalent of a college introductory biology course taught in a high school setting. As such, the students will be required to do college-level work in order to be successful. *AP Biology* is a course designed for students that have a strong interest in, or desire to pursue a career in, the sciences. The *AP Biology* course is designed to offer students topics that are covered in a freshman Biology course at the university level. Students accepting the challenge of an Advanced Placement course will be required to actively participate in all lectures and laboratory activities that are conducted during the year.

To succeed in *AP Biology*, students must be highly motivated to learn. Reading requirements for the course are rigorous and require a daily commitment in order to stay caught up in the class. Exams generally cover two chapters in the text and occur every week depending on the content being covered and the labs being conducted to give students a fair representation of a university-level Biology course. Before they delve into this awesome task, they should seriously examine why they are here. If it is for college credit, then they should establish if their future school accepts *AP* credit; if it is for an intellectual challenge, then I will gladly help them with this goal.

Materials

Campbell, Neil and Reece, Jane B. 2011. *AP Edition Biology*, Ninth Edition, San Francisco, CA: Pearson Benjamin Cummings. [CR1]

Campbell, Neil. *Student AP Edition Biology Student Study Guide*, Ninth Edition (ISBN - 13: 978-0-321-62992-0)

Biology Laboratory Manual, 8/e by Vodopich and Moore, 2011

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

Course Overview

In AP Biology, an emphasis is on students making connections between the big ideas within the AP Biology Curriculum Framework. I teach the equivalent of an introductory college-level biology course, and it is designed to prepare students for the AP Biology Exam.

My philosophy is to actively engage students in the process of science through class assignments and discussions which inform their laboratory experiences. For example, I increase students' critical thinking and problem solving abilities by actively requiring them to develop labs through group discussions, journal readings and hands-on labs. Emphasis is also given to journal article readings in order to expose students to present day technologies and procedures to familiarize them to limitations of testable hypotheses in order to develop better designed experimental investigations.

Lab techniques are learned through researching journal papers, hands-on labs which make up at least 25% of instructional time, and at least one field trip to west coast tide pools. [CR7] Labs emphasize development and testing of the hypothesis, collection, analysis and presentation of data, as well as discussion of results to discover unanswered questions about the particular topics addressed. A minimum of two labs in each big idea will be conducted. [CR6] Students are required to report on all laboratory investigations. [CR8] The student-directed and inquiry-based laboratory investigations used throughout the course enable students to apply the seven science practices as defined in the Curriculum Framework.

Evaluation Scheme

Students will be graded primarily on tests, quizzes, homework and laboratory work a la a typical college, entry-level Biology course. Course grades will be calculated on total point system using traditional grading scale of 100-90% (A), 89-80% (B), 79-70% (C), 69-60% (D), and 59%-below (F). Unlike non-AP courses, assignments may be graded formally – many assignments may not.

Tests: 60%

Free-Response Questions: 10%

Labs: 25%

Homework: 5%

Research Project

Each semester the students are required to do a project. The first semester, they are to create a cell book. The book includes three chapters. First chapter is a model of a cell constructed on transparencies showing the structures and parts of a cell. Each page holds a different organelle. Included are the functions of each part. The must have a minimum of 16 organelles. Second chapter must include a description and summary on two

different types of cell. Also, how the cells impact a multi-cellular body. Chapter three, they need to research two diseases that impact cells specifically.

The second semester they create a power point presentation, covering a major concept found in AP Biology. They need to describe and discuss how this concept has impacted Science, technology, and society (environmental and social concerns).

Instructional Material

Online Campbell Biology Book

Scientific Articles: Newspapers, magazines, news broadcasts, Internet, public forums

Videos

DVDs

Speakers: When available

Journals: (optional)

Cells Alive

AP Biology Syllabus

Curricular Requirements		Pages
CR1	Students and teachers will use a recently published (within last 10 years) college-level textbook.	1
CR2	The course is structured around the enduring understanding within the big ideas as described in the AP Biology Curriculum Framework.	2,3,4,5,6,7,8,9,10
CR3a	Students connect the enduring understandings within Big Idea 1 (the process of evolution drives the diversity and unity of life) to at least one other big idea.	3,4,9
CR3b	Students connect the enduring understandings within Big Idea 2 (biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic Homeostasis) to at least one other big idea.	4
CR3c	Students connect the enduring understanding within Big Idea 3 (living systems store, retrieve, transmit, and respond to information essential to life processes) to at least one other big idea	6
CR3d	Students connect the enduring understanding within Big Idea 4 (biological systems interact and these systems and their interactions possess complex properties) to at least one other big idea.	2,3,5,10
CR4a	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 1.	2,3,4,8
CR4b	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 2.	2.3.4.5
CR4c	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 3.	3,4,6
CR4d	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 4.	3,10
CR5	The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate citizens.	4,5,6,9,10
CR6	The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and includes at least two lab experiences in each of the four big ideas.	1,2,3,4,5,6,7,8,9,10
CR7	Students are provided the opportunity to engage in investigative laboratory work integrated throughout the course for a minimum of 25 percent of instructional time.	1
CR8	The course provides opportunities for students to develop and record evidence of their verbal, written and graphic communication skills through laboratory reports, summaries of literature or scientific investigations, and oral, written, or graphic presentations.	1,2,3,4,5,9,10

MOLCEULES, CELLS & ENERGY			
Big Ideas 1, 2, 3 & 4 [CR2]			
TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
<p>A. MOLECULES Big idea 4</p> <p>Polarity of water & its importance to biological systems</p> <p>Carbon's role in the molecular diversity of life</p> <p>Monomers, polymers & reactions involved in building & breaking them down considering polar/ nonpolar interactions</p> <p>Various levels of structures in protein & carbohydrates</p> <p>Enzyme structure as a special protein</p> <p>Cohesion, adhesion, specific heat of water & its importance to biological systems</p> <p>Acids, bases, and buffers</p>	<p>Chemistry of Life</p> <p>Chapters 2-5 from textbook</p>	<p>Using kits to build macro-molecule models [CR4a] (SP 1)</p> <p>Exercises: protein folding software [CR4b]</p> <p>Acid/base/buffer lab activity [CR6] (SP 2)</p> <p>Adhesion/ cohesion lab</p> <p>Students do variations by adding different macro-molecules to solution to see effects adhesion etc. (EU4.A connects to BI 1) [CR3d] (SP 4)</p> <p>Given specific heat equation, in groups students try to come up with a way to determine specific heat of water.-15min (EU 4.C connects to BI 1) [CR3d], [CR4a] & [CR4b] (SP 3)</p>	<p>Student generated concept maps</p> <p>Reading quizzes</p> <p>Unit test with free response practice</p> <p>Written lab reports [CR8]</p>

CR2: The course is structured around the enduring understandings within the big ideas as described in the AP Biology Curriculum Framework.

CR4a: The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 1.

CR4b: The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 2.

CR6: The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas.

MOLCEULES, CELLS & ENERGY			
Big Ideas 1, 2, 3 & 4 [CR2]			
TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
<p>C. CELLS (structure & function) Big idea 1 & 2</p> <p>Explain similarities, differences & evolutionary relationships between prokaryotic & eukaryotic cells</p> <p>Cell membrane structure & function</p> <p>Cell communication (signals, receptors, responses hormones)</p> <p>Methods of transport across membranes</p>	Text chapters 6,7,11	Mini poster/ models comparing structures of cells from 3 different cell types from 3 different kingdoms (EU 1.A connects to BI 3) [CR3a], [CR4a], [CR4c] & [CR8]	Student generated concept maps
	Outline notes		Reading quizzes
	Guided reading questions		Mini poster comparing structures of cells from 3 different kingdoms
	Journal articles on organelle based health issues [CR5]	LAB: Normal vs Plasmolyzed Cells using Plant cells (teacher generated) [CR6]	Unit test with Free Response practice
		Eduweblabs: Osmosis & diffusion prelabs 1 & 2 [CR4b], [CR4c] & [CR6]	Written lab reports [CR8]
		Cell size lab teacher generated	Eduweblabs graph & calculations
		Mini Poster Presentations comparing 3 feedback mechanisms [CR8]	Cell Size lab calculations
	Inquiry lab # 4 Diffusion and Osmosis [CR6] (SP 3, 4)	Formal Lab Writeup for Inquiry lab Diffusion & Osmosis [CR8]	
	LAB: Microscope techniques for observing & measuring different types of cells.	Microscope drawings & calculation Analyze & Discuss chart comparing different types of cells & their functions in the human body Discussion of the endosymbiont hypotheses of the evolution of eukaryotic cells [CR3b]	
<p>D. IMMUNITY</p> <p>Bigidea 2&3</p> <p>Innate vs Acquired Response</p> <p>Humoral responses B cells vs T cells</p> <p>Self vs non-self</p> <p>Field Trip to Pharmaceutical Company</p>	Text chpt. 43	LAB: Immunoassays: Antibody purification	Student generated concept maps
	Background information on immunoassays from the company.	Dot Blot (1 full day at BTI Pharmaceutical company where students completely perform both labs) [CR6] (SP 5)	Flow chart for immunoassay labs
			Post-fieldtrip quiz

CR3a: Students connect the enduring understandings within Big Idea 1 (the process of evolution drives the diversity and unity of life) to at least one other big idea.

CR4C: The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 3.

CR3b: Students connect the enduring understandings within big idea 2 (biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis) to at least one other big idea.

CR8: The course provides opportunities for students to develop and record evidence of their verbal, written and graphic communication skills through laboratory reports, summaries of literature or scientific investigations, and oral, written, or graphic presentations.

MOLCEULES, CELLS & ENERGY		Big ideas 1, 2, 3 & 4 [CR2]	
TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
E. CELL ENERGY	Text chpts 8, 9, 10	Eduweblabs: Prelab "Enzyme Catalysis"	Student generated concept maps
ATP structure & function	Outline notes	Investigative lab #13: Enzyme Activity (EU 4.A connects to BI 2) [CR3d] & [CR6]	Reading quizzes
Redox reactions in relation to cellular respiration	Guided reading questions	Prelab: Toothpickase	Unit test with free response practice
Enzyme catalysis		Investigative Lab: Enzymes: Factors affecting the rate of activity [CR6] (SP 2, 5)	Eduweblab graphs Toothpickase graphs & questions
Activation energy & specificity			Presentation of students group lab results to class [CR8]
Cellular respiration glycolysis, citric acid cycle, electron transport chain & chemiosmosis		Eduweblab: Respiration [CR4b]	Eduweblabs graphs & calculations
Mitochondria form & function		Investigative Lab #6 Cellular Respiration [CR6] (SP 2)	Presentations of lab data and results [CR8]
Photosynthesis mechanisms; light/ dark		Fermentation in Yeast Lab (Flynn kit) student generated variations required	Graphs & discussion on Yeast Lab with variations [CR8]
Compare/contrast to respiration		Eduweblabs: Prelab Plant pigments [CR4b]	Eduweblabs chromatography calculations, graphs
Alternative mechanisms		Eduweblabs: Prelab Photosynthesis [CR4b]	Presentations on lab results
Understanding light energy & the nano scale (the size of small things inside cells)		Investigative Lab #5 Photosynthesis [CR6]	Lab writeup and analysis [CR8]
		Internet activity comparing different wavelengths of light in relation to photosynthesis (teacher generated)	Students make a chart comparing sizes of cellular parts & larger items to evaluate range of metric distance measurements down to the nano scale [CR4b]
		Discussion on nanotechnology & implications of our smaller world [CR5]	

CR3d: Students connect the enduring understandings within Big Idea 4 (biological systems interact and these systems and their interactions possess complex properties) to at least one other big idea.

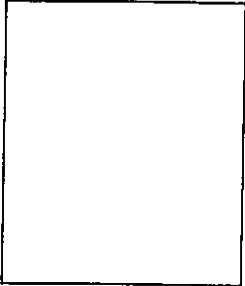
CR5: The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate

CR4b: The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 2.

CR6: The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas.

HEREDITY, GENETICS & EVOLUTION Big Ideas 1 & 3 [CR2]			
TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
A. MOLECULAR BASIS OF INHERITANCE DNA structure & replication RNA structure Protein Synthesis transcription & translation Mutations - basis for natural selection	Text chapters 16, 17 Journal Article Reading Watson and Crick's original Nature paper from 1953	DNA extraction Comparing DNA & protein sequences from an internet based computer database in discussing evolutionary implications of mutations (SP 7)	Student generated concept maps Reading quizzes Journal article discussions Unit test with Free Response practice Bioinformatics results
B. MITOSIS & MEIOSIS Cell Cycle mechanism & control Chromosomes Sexual vs asexual reproduction & evolutionary advantages Stages of meiosis Genetic variation in offspring, mechanisms & impact on evolution Investigating genetics: environmental influences	Text chapters 12, 13	Eduweblabs: Prelab Crossing Over Lab Investigative Lab #7: Mitosis and Meiosis (EU 3.A connects to BI 1) [CR3c] & [CR6] Karyotyping exercise (teacher generated, students will have to do this on their own time) [CR4c]	Student generated concept maps Reading quizzes Unit test with Free Response practice Eduweblabs results Investigative LAB Analyses Karyotyping results Students choose & research controversial topics and the arguments supporting their genetic and/or environmental basis. Ex. Obesity, alcoholism, etc. [CR5]

CR2: The course is structured around the enduring understandings within the big ideas as described in the AP Biology Curriculum Framework.

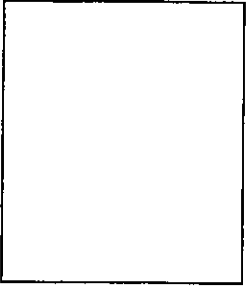
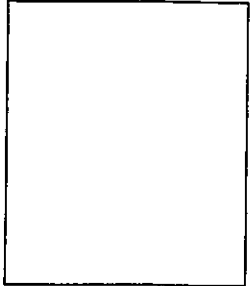


CR3c: Students connect the enduring understandings within Big Idea 3 (living systems store, retrieve, transmit, and respond to information essential to life processes) to at least one other big idea.

CR4c: The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 3.

HEREDITY, GENETICS & EVOLUTION Big Ideas 1 & 3 [CR2]			
TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
C. MENDELIAN GENETICS MENDEL'S LAWS Patterns of inheritance Predicting genetic outcomes genetic counseling Gene linkage & mapping Mutations revisited	Text chapters 14, 15 Scientific American Article Reading	Prelab activity: Looking at corn crosses & analyzing results Eduweblabs: Prelab Population Genetics Eduweblabs: Prelab Fruit fly genetics	Student generated concept maps Reading quizzes Journal article discussions Unit test with free response practice Eduweblabs prelab report
D. MOLECULAR GENETICS Regulation of gene expression Viruses Gene expression in bacteria Biotechnology DNA Technology, Recombinant DNA, PCR, Gel electrophoresis Applications of DNA technology Use of bioinformatics to analyze genomes Comparing & discussing genomic sequences in relation to evolution	Text chapters 18, 21 Journal Article Reading Article by Kary Mullis on PCR.	Eduweblabs: Prelab Bacterial transformation Eduweblabs: Prelab DNA Electrophoresis Investigative lab #9: Bio- technology I and Biotech- nology II. Bacterial Trans- formation and Restriction Enzyme Analysis of DNA [CR6]	Student generated concept maps Reading quizzes Journal article discussions Unit test with free response practice Eduweblabs results for both transformation & electrophoresis labs Analysis and group presentation of Investigative lab

CR2: The course is structured around the enduring understandings within the big ideas as described in the AP Biology Curriculum Framework.

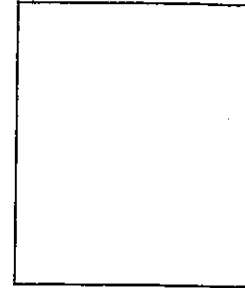


CR6: The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas.

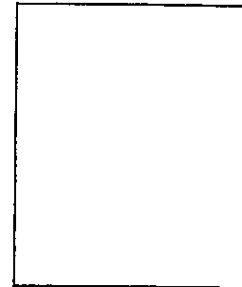
MOLCEULES, CELLS & ENERGY

Big Ideas 1, 2, 3 & 4 [CR2]

TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
E. EVOLUTIONARY BIOLOGY	Text chapters 22-25	Activity: Genetics Survey Project analyzing traits of those around us	Student generated concept maps
Darwin's explorations and theory of descent with modification & natural selection	Journal Article Reading	Lab Investigation "2	Reading quizzes
Galapagos Islands Overview	Beak of the Finch by Jonathan Weiner	Mathematical Modeling: Hardy-Weinberg [CR6] (SP2, 4, 5, 7)	Book discussions
Evidence for evolution (molecular analyses & morphological analyses)		Activity: Students create Geologic timeline	Unit test with Free Response practice
Phylogeny & systematics		Activity: Hands on fossil analysis (obtained from nearby college) [CR4a] (SP 6, 7)	
Evolution of populations			
Hardy-Weinberg Law			



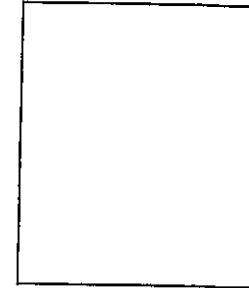
CR4a: The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 1.



CR6: The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas.

ORGANISMS & POPULATIONS Big Ideas 1, 3 & 4 [CR2]

TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
A. BIOLOGICAL DIVERSITY & MICROBIOLOGY Early life on earth Evolution of prokaryotes & eukaryotes	Text chapters 25, 26, 27 Text 29.30	Students are to find an article involving genetic recombination using prokaryotes and present to class [CR5] Investigative LAB # 3: Analyzing Genes with BLAST (EU 1.B connects to BI 4) [CR3a] & [CR6]	Article presentation to class Student generated concept map Section test
B. PLANTS & THEIR DIVERSITY How plants colonized and Evolution of seed plants Structure, growth & development Plants responses to internal & external stimuli Plant nutrition Angiosperm Reproduction	Text 35, 36 Text 37..38, 39	Eduweblabs: Prelab Transpiration Investigative LAB # 11: Transpiration (EU 1.B connects to BI 4) [CR3a] & [CR6] (SP 2, 3, 5) LAB: Flower dissection LAB: Students conduct a long term (expt) lab investigation plant growth from seeds under various conditions in our green- house. [CR6] (SP 3.5, 6, 7)	Practical Test specimen identifica- tion & placing on phylogenetic tree Student generated concept map Section test Eduweblab transpiration results Investigative labs analysis Flower dissection practical Formal writeup for students' own plant lab [CR8]
C. ANIMAL DIVERSITY Characteristics (body plans & systems) of invertebrates as you go up the phylogenetic tree Basic anatomy principles Analysis of structure & function of body systems Digestive, Circulatory, Respiratory, Excretory, Endocrine, Nervous, Muscular Systems	Text chapters 32-34 and 40-49	Survey of animal phyla in concept map/chart form generated by students (Practical with actual animal specimens) Eduweblabs - Daphnea heart rate Eduweblabs - Cardiac Physiology Human Biology: Circulation and Blood Pressure Lab: Examining circulation of the goldfish [CR6] (SP 7) Lab: Dissection - Cat	Student generated concept maps (one for each system & animal diversity examination) Reading quizzes Unit test with Free Response practice Eduweblab reports Practical quiz observing various specimens and classifying them using students' own made chart of animal phyla Practical test with dissection specimen



CR5: The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate.

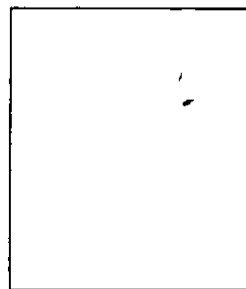
CR3a: Students connect the enduring understandings within Big Idea 1 (the process of evolution drives the diversity and unity of life) to at least one other big idea.

CR6: The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas.

ORGANISMS & POPULATIONS Big Ideas 1, 3 & 4 [CR2]			
TOPICS	READINGS	ACTIVITY/LABS	ASSESSMENT
D. ECOLOGY	Text chapters 50-55	Eduweblabs: Prelab Animal Behavior	Student generated concept maps
Ecological interactions- biotic vs abiotic		Investigative LAB #12: Fruit fly behavior [CR6] (SP 3, 4)	Reading quizzes
Behavioral ecology- natural selection involvement		Animal Behavior: Taxis, Kinesis, and Agonistic Behavior [CR6] (SP 3, 4, 6)	Unit test with Free Response practice
Population dynamics- growth & its regulations		LAB: Termite Behavior (WARD'S) Wolbachia Project- PCR In conjunction with the Marine Biology Institute in Boston, students will conduct research looking at the presence of symbiotic relationship in insects with Wolbachia (EU 4.A connects to BI 1) [CR3d] & [CR4d] (SP 3, 4, 5)	Eduweblab reports Investigative Lab #11 report [CR8]
Communities & Ecosystems energy levels & flows, cycles, symbiosis & impact on evolution		Eduweblabs- Primary Productivity LAB: Dissolved Oxygen & Aquatic Primary Productivity (EU 4.A connects to BI 1) [CR3d], [CR5] & [CR6] (SP 2, 3, 4, 5, 6, 7)	Termite lab questions, analysis and presentation [CR8]
Human influences positive & negative		LAB: Local Burpee museum field trip where students perform water quality surveys including benthic macroinvertebrate survey (EU 4.C connects to BI 1) [CR3d] & [CR6] Activity – "My footprint" (EU 4.A connects to BI 1) [CR3d] & [CR4d]	Eduweblab report on primary productivity
			Presentation: Students present lab results to class with ways to improve water quality of their local river [CR5]
			Personal Project: Students complete "My Footprint" on-line and write a paper discussing their individual impact on Earth [CR5]

CR5: The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate.

CR3d: Students connect the enduring understandings within Big Idea 4 (biological systems interact and these systems and their interactions possess complex properties) to at least one other big idea.



CR8: The course provides opportunities for students to develop and record evidence of their verbal, written and graphic communication skills through laboratory reports, summaries of literature or scientific investigations, and oral, written, or graphic presentations.

Additional Websites:

Websites for student use for review/homework/lab-prep are an irreplaceable tool for instructional purposes and student understanding. The following is a partial list of some of the sites I use on a daily/ weekly basis.

- The Biology Project - University of Arizona