AP Biology Syllabus **2018-2019** **Mrs. Ouellette**
(740) 927-9046 x20243 **couellette@lhschools.org**

Welcome to a new school year at Licking Heights High School and to AP Biology. The following "Big Ideas" will be the focus of our study as we move through each unit. Students will begin to understand that each big idea does not exist alone, as a solitary area of study, but rather that each blends into the others to create the complexity of processes and interactions that exist among and within living things.

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 to 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.

In addition to the "Big Ideas" outlined above, this class will seek to push students toward a higher level of scientific inquiry. This will require students to think creatively in the classroom as they engage in the following scientific practices:

- Use representations and models to communicate scientific phenomena and solve scientific problems
- Use mathematics appropriately
- Engage in scientific questioning to extend thinking or to guide investigations
- Plan and implement data collection strategies appropriate to a particular scientific question.
- Perform data analysis and evaluation of evidence
- Work with scientific explanations and theories
- Connect and relate knowledge across various scales, concepts, and representations in and across domains.

AP Exam
All students are expected to sit the AP Biology exam on **Monday, May 13th 2019**. Failure to sit this exam will result in the removal of the weighted grade for this course on your official transcript. You are responsible for the cost of the test.

"The 5 B's"
- Be prepared
- Be on time
- Be respectful
- Be accountable
- Be consistent

Always remember that you **DO NOT** have the right to disrupt another student's learning or my teaching. Any behavior that crosses either of these lines will result in a consequence. This could mean a verbal redirection, seat change, conference in the hallway, detention, phone call home, or any combination of these depending on the situation. Severe behavior issues will be sent directly to the office.

Grading Scale
Homework/Classwork 5%
Tests/Quizzes 55%
Lab reports/research posters 40%

PLEASE NOTE: Progress Book does NOT reflect the weighted grading scale for an AP class. Please refer to your LHHS Student Handbook for the appropriate scale.

Participation
While participation is **NOT** figured into your overall grade, please know that you will get out of this class what you put into it. This means doing the assigned readings, coming to class, studying and doing practice problems at home, bringing necessary materials to class, etc. If you expect to receive a 3 or higher on the AP exam you MUST be an active learner all year!

Homework
This is a college level course. All homework assignments should be completed **ON TIME**. I do NOT accept late homework. Larger projects are an exception from this rule, but will be docked a letter grade for each day that it is overdue.

Formal Lab Posters and Presentations
Throughout the year you will be participating in and designing a variety of labs. Most of these will culminate in a formal research poster and/or presentation. Each will have a rubric that will accompany it that outlines the specifics of what you will need to do. Typing of reports, posters, and presentations will need to be done at home as class time will be devoted to the design of the experiment and collection and analysis of data.

Quizzes and Tests
Expect quizzes often in this class. They may consist of multiple choice, data analysis, short free-response, or long essay questions and will be timed. Tests will include all of the above types of questions and will also be designed to reflect the time-crunch expected on the AP exam. Students will not have more than the allotted time to complete any quiz or test. If absent, a student will have up to two school days to complete the missed test or quiz. Failure to complete the test or quiz within those two days will result in a failing grade.

Absences
If you are absent it is **YOUR** responsibility to go to the homework center and to write down what you missed in class. Extra copies of any worksheets will be provided in the appropriate folder. If you missed a day of notes you will need to get them from a friend in class or come see me during a seminar period. You will have the number of days that you were absent to complete the make-up work. After the allotted period of time, "absent work" will be considered "late work". There will be NO make-up lab days. If you are absent on a lab day, you MUST show proof of an excused absence or your grade for that lab will be docked one letter grade for each day you have missed. It is YOUR responsibility to get data or other information from your group if you should be absent!

Weekend Sessions
Throughout the school year I will offer weekend labs and/or reviews as needed. Usually this will occur at least once per quarter. Attendance is HIGHLY recommended and typically run on Saturdays from 9am-12pm. Specific dates will be announced at least 2 weeks in advance to allow students to clear work schedules. If students are unable to attend a weekend lab, they will be expected to gather the data from classmates and will be required to complete the designated assignment for that lab.

Scope & Sequence
The following table will give you an idea of the order and content of the units that we will study during the year. At the beginning of each unit, you will receive a more detailed curriculum map that displays learning targets, textbook references, podcast links, and vocabulary. These curriculum maps are a valuable tool, and should be used to focus study groups/sessions. I also maintain a class webpage for each of the units below where you can find links to podcasts, documents that were handed out in class, as well as a variety of other materials.

First Semester	
Unit 1	Organismal Behavior
Unit 2	Ecology
Unit 3	Chemistry of Living Organisms
Unit 4	Cell Structure & Transport
Unit 5	Cell Communication
MIDTERM	
Second Semester	
Unit 6	Cellular Energetics
Unit 7	Making New Cells & Organisms
Unit 8	Molecular Genetics
Unit 9	Evolutionary Biology
AP EXAM **MONDAY, MAY 13th 2019**	

Please realize that this is a tentative schedule and may be subject to change based on interruptions to the school calendar and the progress of the students. I will remain flexible with the pacing to accommodate the needs of the students in the room. This may mean slowing down, speeding up, or changing the order of instruction depending on student need.

Review
While I will hold a few review sessions for students, they will be held on weekends leading up to the day of the test. There is a significant amount of content that students must learn, so it is possible that we may be learning new information as late as a week prior to the test. Students should be reviewing regularly on their own time well in advance of the test and should not expect significant class time to be devoted to review.

AP Biology – Mrs. Ouellette

Please sign the form below after thoroughly reviewing the syllabus. Tear off this page and return to Mrs. Ouellette. Please keep the course syllabus for your records.

REMEMBER: All students are expected to sit the AP Biology exam on Monday, May 13th, 2019. Failure to sit this exam will result in the removal of the weighted grade for this course on your official transcript. You are responsible for the cost of the test.

***For the AP weighted grading scale, please refer to your LHHS Student Handbook.*

By signing below, I am acknowledging that I have read the AP Biology Syllabus and understand what is expected of me during the 2018-2019 school year. I understand that I should come to class prepared, conduct myself in a respectful manner, and take responsibility for both my work and behavior every day in Mrs. Ouellette's class.

I understand that if I do not adhere to the outlined expectations that consequences will follow.

_____ _____

Student Name (Print) **Class**

_____ _____

Student Signature **Date**

A Note to Parents/Guardians:
Thank you so much for taking the time to read through this syllabus with your student. E-mail is the fastest way to reach me should you have any questions regarding your student's progress I look forward to getting to know you and your student!

I have read the "Course Overview" document and understand what is expected of my student this school year.

_____ _____

Parent/Guardian Name (Print) **Relation to Student**

_____ _____

Parent/Guardian Signature **Date**