**Course Syllabus**

**Advanced Placement Biology Spring 2025**

**Instructor: Amy Haley**

**Dear Parent/Guardian,**

**I feel fortunate to have your child in my class this semester and hope that you will contact me should you have any concerns about the progress of your student. Please sign and return this sheet. Again, please contact me at school with any concerns. It’s going to be a great year!**

**Thank you,**

***Amy Haley***

**arhaley@madisoncity.k12.al.us**

**My child and I have read and discussed the classroom syllabus.**

Student Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (Print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Email Address(es) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cell Home Work

**Course Syllabus**

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**Course Description:**

AP Biology is the high school equivalent of a two-semester college introductory Biology course. The curriculum is designed to allow for scientific investigation through student-directed, inquiry-based lab experiences which support the delivery and exploration of deep concepts in the field of biology. This course will emphasize a comprehensive approach to learning, and students will be expected to design and carry out experiments using appropriate methods and resources. Students will also be expected to read and interpret college-level texts and technical scientific papers over the duration of the course.

**Course Objectives:**

AP Biology is designed to give students an understanding of all that composes life on Earth and the unifying molecules and cellular processes that allow us to interact on a microscopic level. AP Biology adheres to the “Four Big Ideas” organization of Advanced Placement Biology as put forth by the College Board. Please refer to <https://student.collegeboard.org/> for a complete listing of the Big Ideas and associated Science Practices of the AP Biology Framework.

**Classroom Rules and Expectations:**

***General*-** Students are expected to report to class fully prepared to participate in and contribute to the scheduled activities and to adhere to the following:

1. Be ready for class each day.

2. Be respectful of yourself, others, the teacher, and the classroom.

3. Be responsible for your own attitude, actions, and assignments.

***Management Plan***-The following will occur in response to poor behavior choices:

1. Verbal reprimand
2. Conference with student with parent contact
3. Withdrawal of privilege(s) with parent contact
4. Other consequences determined to be reasonable and appropriate by the school administration

\*\*Please refer to the Molecular Biology Classroom Policies and Procedures document for additional information about daily classroom expectations.\*\*

***Accommodations*-** Requests for accommodations for this course or any school event are welcomed from students and parents.

**Concerning Laptop Utilization:**

1. Student laptops should not be hard-wired to the network or have print capabilities.

2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on

Madison City computers.

3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops.

4. Laptops and other electronic devices will be used at the individual discretion of the

teacher.

**Use of Electronic Devices:**

Only school-issued devices will be allowed in the classroom. Cell phones and earbuds/headphones will not be allowed to be used during classroom instruction time. Phones and earbuds/headphones will be put away in a location designated by the teacher and placed in silent mode. In secondary schools, students will have access to their phones and earbuds/headphones outside of classroom instruction time such as between classes and lunch. Failure to follow these procedures will result in consequences in the classroom management plan.

**Grading Policy:**

Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows:

A = 90-100

B = 80-89

C = 70-79

D = 65-69

F = below 65

Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The Final Exam counts for 1/5 of the student’s final grade.

**Make-Up Work Policy:**

Make-up tests are only allowed for excused absences. Students with excused absences should arrange with Mrs. Haley to take any missed assessments. Make-up work must be submitted within three days of returning from an absence. Late make-up work will not be accepted or evaluated for credit except at the teacher’s discretion.

**Final Exam Exemption Policy:**

Students are eligible to exempt the final exam if they have earned an **85% or higher** as the final grade for this course.  Attendance and full participation in reviews and assignments for the class leading up to the day of the final exam are required.

Any of the following will **EXCLUDE** a student from exempting the final exam:

* More than five **EXCUSED** absences (includes doctor notes)
* Any **UNEXCUSED** absence
* Assignment to In School Suspension (ISS) for 3 days or more
* Any Out of School Suspension (OSS)
* One or more days of Alternative School placement
* Not participating in the state standardized assessment for their grade level including all subtests (10th PreACT, 11th ACT with Writing, 12th WorkKeys)

**Course Materials:**

Each student will need the following individual supplies for AP Biology:

1. Science notebook of student’s choice (ex. binder, composition notebook, spiral-bound

notebook, etc.)

2. Additional notebook to serve as Free Response Question journal, question bank, review

reservoir, and scientific paper compendium

3. Notebook paper (optional but encouraged for students using binders as class notebooks)

4. Writing utensil (pencils are preferred but pens are allowed)

5. Scientific calculator

If you are interested in donating supplies to the classroom, we are always in need of hand sanitizer, hand soap, cleaning wipes, dry erase markers, dry erase board cleaner, paper (graph, lined, and copy), paper towels, and facial tissue.

**Texts/Required Readings:**

*Campbell Biology*. 10th Edition. Reece, Urry, Cain, Wasserman, Minorsky and Jackson. 2014.

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| **18 - WEEK PLAN\*** | |
| **WEEK 1** | Classroom Documents, Safety, Variables in Science, AP Classroom Introduction, AP Digital Resources Overview |
| **WEEK 2** | Unit #1- Biotechnology  Ch. 20: DNA Tools and Biotechnology  Ch. 19: Viruses |
| **WEEK 3** | Unit #1- Biotechnology  Ch. 20: DNA Tools and Biotechnology  Ch. 19: Viruses |
| **WEEK 4** | Unit #1- Biotechnology  Ch. 20: DNA Tools and Biotechnology  Ch. 19: Viruses |
| **WEEK 5** | Unit #2 Part 1- Microevolution  Ch. 21: Genomes and Their Evolution  Ch. 22: Descent with Modification: A Darwinian View of Life  Ch. 23: The Evolution of Populations |
| **WEEK 6** | Unit #2 Part 1- Microevolution  Ch. 21: Genomes and Their Evolution  Ch. 22: Descent with Modification: A Darwinian View of Life  Ch. 23: The Evolution of Populations |
| **WEEK 7** | Unit #2 Part 1- Microevolution  Ch. 21: Genomes and Their Evolution  Ch. 22: Descent with Modification: A Darwinian View of Life  Ch. 23: The Evolution of Populations |
| **WEEK 8** | Unit #2 Part 2- Macroevolution  Ch. 24: The Origin of Species  Ch. 25: The History of Life on Earth  Ch. 26: Phylogeny and the Tree of Life |
| **WEEK 9** | Unit #2 Part 2- Macroevolution  Ch. 24: The Origin of Species  Ch. 25: The History of Life on Earth  Ch. 26: Phylogeny and the Tree of Life |
| **WEEK 10** | Spring Break |
| **WEEK 11** | ***Initial Mock Exam***  Unit #3- Ecology  Ch. 51: Animal Behavior  Ch. 52: An Introduction to Ecology and the Biosphere  Ch. 53: Population Ecology  Ch. 54: Community Ecology  Ch. 55: Ecosystems and Restoration Ecology  Ch. 56: Conservation Biology and Global Change |
| **WEEK 12** | Unit #3- Ecology  Ch. 51: Animal Behavior  Ch. 52: An Introduction to Ecology and the Biosphere  Ch. 53: Population Ecology  Ch. 54: Community Ecology  Ch. 55: Ecosystems and Restoration Ecology  Ch. 56: Conservation Biology and Global Change |
| **WEEK 13** | Unit #3- Ecology  Ch. 51: Animal Behavior  Ch. 52: An Introduction to Ecology and the Biosphere  Ch. 53: Population Ecology  Ch. 54: Community Ecology  Ch. 55: Ecosystems and Restoration Ecology  Ch. 56: Conservation Biology and Global Change  ***Final Mock Exam*** |
| **WEEK 14** | Review- Unit #1 and Unit #2 (College Board CED Pacing Reference) |
| **WEEK 15** | Review- Unit #3 and Unit #4 (College Board CED Pacing Reference) |
| **WEEK 16** | Review- Unit #5 and Unit #6 (College Board CED Pacing Reference) |
| **WEEK 17** | Review- Unit #7 and Unit #8 (College Board CED Pacing Reference)  Review- Specific Skills/Reminders (College Board CED Pacing Reference) |
| **WEEK 18** | AP Testing Week!  ***Biology Exam Monday, May 5, 2025 @ 8:00AM*** |
| **WEEK 19** | AP Testing Week!  Work on Final Project |
| **WEEK 20** | Graduation and Final Exams |

*\* This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions. Adequate notice will be provided to students of any changes.*