



BARNEGAT TOWNSHIP SCHOOL DISTRICT

Barnegat High School AP Biology - Syllabus

Course Information	Teacher Information
AP Biology	Ms. Justyna Dapuzzo
Full Year (A & B)	Phone: 609-660-7510
Class Location: Room B109	Email: jdapuzzo@barnegatschools.com
	Teacher Website: link on google classroom OR found on BHS website → Departments & Staff

Course Description:

This year-long study of biology is an introductory biology course taken usually taken by biology majors during their first year of college. The course is structured around the enduring understandings within four big ideas in biology and will provide a basis for students to develop a deep conceptual understanding as well as opportunities to integrate biological knowledge and science practices through inquiry-based activities and laboratory investigations.

AP Biology is historically a challenging and difficult class, but with effort and dedication, many students do well. There are many resources available to help you, and students using them often succeed. I am committed to helping you be as successful as you choose to be, so please do not hesitate to come in or contact me for any questions, concerns, or assistance.

Course Content:

AP Biology is structured around four big ideas, the enduring understandings within the big ideas, the essential knowledge within the enduring understandings and seven science practices.

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 & respond to information essential to life processes. **Big Idea 4:** Biological systems interact, and these systems and their interactions possess complex properties.

7 Science Practices:

1. The student can use representations and models to communicate scientific phenomena and solve scientific problems.
2. The student can use mathematics appropriately.
3. The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
4. The student can plan and implement data collection strategies appropriate to a particular scientific question.

5. The student can perform data analysis and evaluation of evidence.
6. The student can work with scientific explanations and theories.
7. The student can connect and relate knowledge across various scales, concepts and representations in and across domains.

Laboratory Component:

Students will be given the opportunity to engage in student-directed laboratory investigations throughout the course for a minimum of 25% of instructional time. Students will conduct a minimum of eight inquiry based investigations (two per big idea throughout the course). Additional labs and activities will be conducted to deepen students' conceptual understanding and to reinforce the application of science practices within a hands-on, discovery-based environment. Students will be given the opportunity to develop, record and communicate the results of their laboratory investigations.

Course Texts & Online Resources

Textbook: Campbell Biology (AP Edition)

Google Classroom Code:

Block 3: f3m6mt

Block 4: x6j6kr7

AP Classroom:

Block 3: GYV2N7

Block 4: EXQ7A4

Albert.io:

Block 3: 24KU128Y3UKQN

Block 4: A8S5F9DW69LX

Required Materials

Bring all items to class every day!

- FULLY charged Chromebook and charger
- 3 ring binder (2 inch - ONLY FOR SCIENCE)
- Pen or pencil

Suggested Materials

AP Biology Test Prep Booklet - Barron's AP Biology Exam Prep Booklet, 6th Edition or newer (if available). You should get one! These are good for TEACHING the content, while again, your textbook is for reinforcement of concepts. If you are feeling lost, prep books are good! WARNING- the questions in the prep books are NOT AP STYLE. The questions are meant to help you learn the content only.

Student Grades

The grading system for this course is based on the category weights listed in each department's policy. For this course, those weights are listed below.

Each marking period, students will have a minimum of three (3) Major Assessments and seven (7) Minor Assessments (explained below). Course Participation is assessed twice (2x) per marking period using the district rubric.

Major Assessments	60% of marking period grade
Minor Assessments	30% of marking period grade
Course Participation	10% of marking period grade

Please note: the above areas are used as the basis for 80% of your grade for the course; the Midterm and Final exam will constitute the remaining 20% of your grade.

- Examples of Major Assessments include items that are summative in nature, such as: tests, projects, research papers, prose-constructed response timed writings, formal presentations, reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study. Please speak to your teacher about the opportunity for earned Second Chances on certain Major Assessments. • Examples of Minor Assessments include items that are formative in nature, such as: science starters, quizzes, CER, lab analysis, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
- Note: grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
- In this course, it is expected that students will submit only their best work, and teachers reserve the right not to accept work that is substantially below what a student is capable of producing.

Course Participation Rubric

	Academic Social Skills	Readiness to Learn / Study Skills	Class Discussions	Classwork	21st Century College and Career Readiness
	20 points <ul style="list-style-type: none"> - Takes initiative in completing tasks in the online classroom. - Communicates needs to the teacher in an appropriate manner. - A role model for others in the online classroom. - Appropriately seeks support and/or assistance from the teacher. 	20 points <ul style="list-style-type: none"> - Produces notes and other materials that demonstrate effort and insight. - Is motivated and takes ownership of his/her learning. - Takes steps to better himself/herself through Google Meets, emailing, etc. 	20 points <ul style="list-style-type: none"> - Consistently completes the assigned discussion questions and rarely misses a question, if at all. - Responses consistently reflect high levels of care and pride in work. - Replies and interacts with peers in a meaningful manner. 	20 points <ul style="list-style-type: none"> - Consistently completes assigned tasks in a timely manner. - Actively participates in classroom activities on a daily basis. - Contributes to class discussions in a meaningful way (asking questions or adding to class discussion). 	20 points <p>Student <u>consistently</u> shows the following:</p> <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology.

	15 Points <ul style="list-style-type: none"> - Completes tasks in the online classroom. - Sometimes communicates needs to the teacher. - Frequently on-task, but may need some redirection from the teacher. 	15 Points <ul style="list-style-type: none"> - Often produces notes and other materials that demonstrate effort, but may also require direction. - Is mostly motivated and takes ownership of his/her learning. - Often takes steps to better himself/herself through Google Meets, emailing, etc. 	15 Points <ul style="list-style-type: none"> - Frequently completes the assigned discussion questions, but may have missed a few. - Responses sometimes reflect high levels of care and pride in work, but not always. - Replies and interacts with peers. 	15 Points <ul style="list-style-type: none"> - Usually completes assigned classwork tasks. - Frequently participates in classroom activities but sometimes requires re direction. <ul style="list-style-type: none"> - Usually contributes by responding, and/or asking questions. 	15 Points Student <u>frequently</u> demonstrates the following: <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology.
	10 Points <ul style="list-style-type: none"> - Rarely completes tasks in the online classroom. - Does not communicate needs to the teacher. - Frequently needs re-direction from the teacher. 	10 Points <ul style="list-style-type: none"> - Produces notes and other materials that lack effort to learn. - Unmotivated and does not take ownership of his/her learning. - Does not take appropriate steps to better himself/herself. 	10 Points <ul style="list-style-type: none"> - Rarely completes the assigned discussion questions. - Responses do not reflect care and pride in work. - Little to no replies and interactions with peers. 	10 Points <ul style="list-style-type: none"> - Rarely completes assigned tasks and does not produce his/her best work. - Usually does not participate in classroom activities and often requires teacher re direction - Usually does not contribute by responding and/or asking questions. 	10 Points Student <u>rarely</u> demonstrates the following: <ul style="list-style-type: none"> - Responsible and contributes to our online community. - Clearly and appropriately communicates with the teacher via email. - Understands the consequences of actions. - Responsibly uses technology.

Assignments

Students will be regularly assigned homework, in-class activities, lab exercises and reports, quizzes, and exams (take-home and in-class). Student expectations are very high for this course. You should plan to study

20 minutes outside of class for every hour in class. We will cover 2-3 chapters per week and will have multiple choice and FRQs exams on a regular basis.

Late Work: Late assignments will receive half credit if turned in the following day. Mrs. Yost does not accept zeros. If your work is one day late, she will make you stay after with her and DO THE WORK.

Exams are **cumulative**! Cumulative exams will be graded on an AP scale. A test score of 70 % uncurved is considered proficient and maybe even advanced proficient! You must understand that you WILL receive test grades that are very low! This is the reason for the AP scale. This material is very challenging nothing like you have ever seen before-guaranteed!

AP In Class Cumulative Exam Scale Used for Gradebook.

Exam Score (%)	AP Score	Qualification	College Grade Equivalent	Gradebook(%)	Exam Score (%)
90-100	5+	Extremely well qualified	A	100	90-100
85-90	5	Extremely well qualified	A	96	85-90
78-84	5	Extremely well qualified	A	93	78-84
71-77	4	Well qualified	A-,B+,B	85	71-77
64-70	4	Well qualified	A-,B+,B	80	64-70
54-63	3	qualified	B-,C+,C	76	54-63
45-53	3	qualified	B-,C+,C	70	45-53
35-44	2	Possibly qualified	C-,D+,D	66	35-44
26-34	2	Possibly qualified	C-,D+,D	60	26-34
Below 26 (if attempted)	1	No recommendation	D-,F	60	Below 26 (if attempted)
Below 26 (no attempts)	1	No recommendation	F	Actual percentage	Below 26 (no attempts)

Attendance Policy

Regular and prompt class attendance is an essential part of the educational experience. The Barnegat Township School District expects students to be responsible and exercise good judgment regarding attendance and absences. Students accept full responsibility for ensuring that they complete any/all work missed due to absences. Absence Work: Class attendance and participation is essential for success. It is your responsibility to clarify missed assignments with classmates or with me prior to the next class. All excused absence work, including labs, must be made up within the excused absence time frame.

Plagiarism, Cheating, and Academic Integrity

The Barnegat Township School District places a strong emphasis on students' integrity, and the district will

not tolerate instances of academic dishonesty. Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and are subject to consequences described in the Student Handbook and Board Policy #5701.

Honor Code

The purpose of this Honor Code is to communicate the meaning and importance of academic integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct in student learning. Barnegat High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning and represents the highest possible expression of shared values among the members of the school community. Please be advised that copying an answer key partially/fully from the internet counts as cheating.

The core values underlying and reflected in the Honor Code are:

Academic honesty is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately.

- Respect for others and the learning process to demonstrate academic honesty. • Trust in others to act with academic honesty as a positive community-building force in the school, • Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks.
- Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty.
- Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

This Honor Code summarizes the Honor Policy, which defines the expected standards of conduct in academic affairs. The student body and faculty at Barnegat High School will not tolerate any violation of the Honor Code. Any violation of the Honor Code will result in Administrative Consequences and be detrimental to student grade.

Group Work Policy

In science, it is important that students work & communicate in groups. Students are allowed to discuss & come to an agreement on answers to questions as a group. In those instances, students are expected to verbally discuss the question(s), their conclusion and the process in which they arrived at that conclusion. Identical written responses will be considered copying/cheating. Giving or asking for answers without a discussion or asking to copy another student's answers is considered cheating. Any students that are caught cheating will receive a zero on that assignment & parents will be called.

Student Success

- Studying independently before coming to class is necessary to benefit from what we do in class. The class calendar will indicate the dates by which assignments should be completed. **WORK AHEAD WHENEVER POSSIBLE.**
- Lecture notes and reading guides that accompany the content in your Campbell Biology textbook will be available for download on my class page.

Classroom Rules:

- All policies set forth in the BHS Student Handbook must be adhered to.
- Safety is a primary concern, and all students must comply with the Laboratory Safety Contract. • Cell phones and other personal electronic devices may be used for educational purposes in this class. However, electronic devices are not to be used to take photographs/video/audio of any

person in the classroom unless the person gives permission to do so.

**AP Biology Class Contract
2022-2023**

I understand that this course is an **ELECTIVE**. I accept the fact that by taking this class, I am making a conscious decision to take the course and accept the responsibilities of this course. I am accepting with enthusiasm a **year-long commitment** to learn the course curriculum. I understand that by committing to this class, I will need to make AP Biology a priority. This means that I will not make excuses if I choose to not fulfill my commitment and I will accept the grades I have EARNED.

I understand that the AP Biology Exam is on Wednesday, May 10, 2023 at 12 pm.

I AGREE to respect Mrs. Yost and her time by putting forth the effort needed to learn the curriculum and prepare for the AP exam. I will not take advantage of Mrs. Yost's good nature by slacking off and asking for extensions on assignments repeatedly. I agree to take ownership for my grade.

I have read and understand the policies and class rules for AP Biology class, as described in the AP Biology class syllabus and I promise to commit to this class by giving my best effort every day, all year long.

I promise that I will abide by the class rules for the entire duration of class and the entire school year.

I promise to do my own work all year long, even though I know that many answers to homework assignments can be found online. I understand that Mrs. Yost reads all my homework answers carefully. If my answers are copied answers (from classmates and/or internet), I will have to REDO it on my own after school or during my lunch WITH Mrs. Yost. **I UNDERSTAND THAT MRS. Yost DOES NOT ACCEPT ZEROS!** She cares about my success and will continue to support me even if I make a bad decision, mistake or whatever. She expects integrity and an honest effort, all year long.

I promise to turn my classwork in on time all year long. I understand that I will not earn full credit for work that is more than one day late. Mrs. Yost is very kind and understands how busy you are. She may even bend this rule for you from time to time. I promise not to take advantage of Mrs. Yost's good nature as this is disrespectful.

I promise that I will make every effort to maintain excellent class attendance and punctuality to AP Biology class each and every day. I promise that if I am absent however, I will take responsibility for getting my assignments and completing them within the allowed time, as outlined in the BHS Student Handbook.

I promise that I will make safety a priority in AP Biology class. I will ALWAYS wear my safety glasses for the entire lab period. I will read all of the labs in ADVANCE and follow all laboratory procedures during lab. I promise to CLEAN UP after myself, during class and laboratory and maintain a neat, organized lab station.

I promise to advocate for myself in AP Biology class, every day, all year long. This means that I will participate and ask questions during class. Also, I will seek out extra help after school from my teacher whenever I need it because I know I do not need an appointment to do so- Mrs. Yost is available for extra help most every day after school. I will check my grades regularly and if I have a question, I will ask my teacher about the grades.

I will study/practice independently for the AP Biology exam each and every day, even if it is for only 15 minutes each day by either doing Albert.io questions, AP Classroom questions and/or Barron's questions or other!

I will form a study group on my own with other AP Biology students. I promise to meet/work with my study

group at least once/month all year long during common lunch or after school.

*Parents/Guardians:

I give permission for my student to watch science-related PG/PG-13 rated films for educational purposes. I understand that I may call for additional details, if necessary. I understand that my student may take this class for dual enrollment with Ocean County College.

Printed: Full Name of the Student

_____ Student Signature Date

_____ Parent/Guardian Signature Date

_____ Teacher Signature Date

The AP Exam

The AP Biology Exam consists of two sections: multiple choice and free response. Both sections include questions that assess students' understanding of the big ideas, enduring understandings, and essential knowledge and the ways in which this understanding can be applied through the science practices.

These may include questions on the following:

- the use of modeling to explain biological principles;
- the use of mathematical processes to explain concepts;
- the making of predictions and the justification of phenomena;
- the implementation of experimental design; and
- the manipulation and interpretation of data

The exam is 3 hours long and includes both a 90-minute multiple-choice section and a 90 - minute free response section. The multiple-choice section accounts for half of the student's exam grade and the free response section accounts for the other half.

Section	Question Type	Number of Questions	Timing
I	Multiple Choice	60	90 minutes
II	Long Free Response	2	90 minutes
	Short Free Response	4	

Due to the increased emphasis on quantitative skills and application of mathematical methods in the questions on both sections, students will be allowed to use simple four-function calculators (with square root) on the entire exam. Students will also be supplied with a formula list as part of their testing materials.

A note about the exams:

The AP Biology exam will assess your ability to think like a scientist, along with your understanding of the course content (what's in the textbook). This will also be true of any in class assessments, and many of the in-class projects. To that end, there will be situations and content on exams that will not be specifically discussed in class prior to their appearance on exams. This is very different than many other types of courses you might have taken. Since the 2013 redesign in the curriculum, the AP Biology Exam had the lowest percentage of students scoring a 5 (or a 1) on any AP-level science exam. A good rule of thumb is that any content covered in the material you are responsible for reading/viewing/watching in the content homework could appear on an exam, regardless of whether or not we have discussed it specifically in class. **The take-home message for you is that independent reading/viewing/watching is crucial and must be done if you want to succeed.**