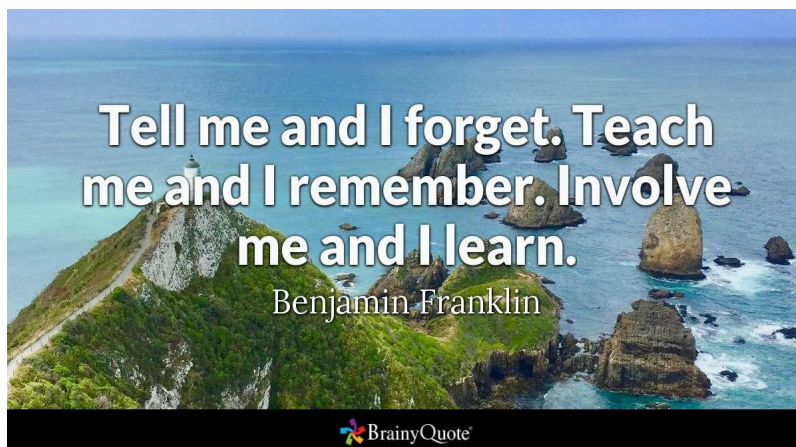


AP BIO COURSE CONTRACT 21-22



Dear Student and Parents/Guardians,

I'm very pleased to find your name on my class list for AP Bio this year. The purpose of this packet is to inform you about the expectations and policies for our work: our work environment, assignments and grading, classroom procedures and required materials.

Advanced Placement Biology offers high school students an opportunity to take the equivalent of two semesters of introductory college-level biology and display their understanding by taking a summative test. Our work is far greater than just preparing you for the AP Exam in May. This class will lead you through a rigorous exploration of modern biology through independent study, collaboration, and hands-on lab experiences. Together, we'll explore what it means to work as scientists: asking questions, collecting and analyzing data, making and revising explanations and models, practicing critical thinking, and participating in the ongoing conversation that is science. Finally, being a scientist involves working in ways that are respectful, responsible, and reflective.

To ensure we all begin on the same page, please review this document thoughtfully and then respond as indicated on the last page. If you have any questions, now or at any time during the year, please contact me by phone, email or school visit.

Wishing you a most productive year in AP Bio.

Sincerely,

Mrs. Michele Memis

About AP Bio

<p>Big Idea 1: How does the process of evolution drive the diversity and unity of life?</p> <p>Big Idea 2: How do biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis?</p> <p>Big Idea 3: How do living systems store, retrieve, transmit and respond to information essential to life processes?</p> <p>Big Idea 4: How do biological systems interact? How do these systems and their interactions possess complex properties?</p> <p>(from the AP Biology framework)</p>	<p>By the end of this course, you will develop the skills necessary to:</p> <p>Navigate and learn from a variety of sources, particularly college texts, life science news and scientific journal articles, and internet resources.</p> <p>Conduct scientific experiments and field observations using authentic skills of observation, interpretation of data, development and testing of hypotheses, and using basic scientific terms and measurement skills.</p> <p>Apply knowledge to new experiences using deductive reasoning, critical analysis, and problem solving.</p> <p>Maintain documentation of your work through a scientific notebook and a personal reference collection.</p> <p>Communicate understandings in a variety of media.</p> <p>Work productively and professionally, individually and in teams.</p>
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About Advanced Placement

The updated AP Biology program is international and seeks to

- 1) Give students the experience of a college-level curriculum;
- 2) Provide students with an opportunity to learn factual information and science practices of a college introductory-level biology course;
- 3) Help students develop the types of study skills necessary for success in any course at the college level; and
- 4) Prepare students to be able to demonstrate on the AP Biology Exam the information and concepts they have learned and the skills they have developed.

The AP Bio Exam is given by the College Board each May (This year it is May 11, 2022 at 12 noon). You are strongly encouraged to sit for the exam. Although it is extremely hard to get a 5 on the AP Bio exam (only 7% of students earned a 5 from the 2021 administration), you will have worked extremely hard during the school year and will be prepared if you have followed the instructions of your teacher. Research indicates that simply preparing for the test, no matter the outcome, will give you a leg up compared to other college students who did not take AP classes or who didn't take the AP test.

Work hard and stay focused (especially seniors :)) and you will experience success.

The following scale is used to score the two-parts of your AP exam:

AP Grade	Qualification	Corresponding College Grades
5	Extremely Well Qualified	A+
4	Well Qualified	A, A-, B+
3	Qualified	B, B-, C+, C
2	Possibly Qualified	
1	No recommendation	

Our Work Environment and Code of Conduct:
BE RESPECTFUL, RESPONSIBLE, AND REFLECTIVE.

Over the years, a number of mantras have shaped the kind of environment I want for learners in my classroom. Below are some of them:

- ❖ Because nice matters.
- ❖ Teaching isn't telling.
- ❖ The person doing the talking is the person doing the learning.
- ❖ Learning is something done by you, not to you.
- ❖ We are one community of learners and we all deserve to have our voice heard.
- ❖ Everyone CAN learn.

I look at the work of other AP teachers often and when I found this course contract by Dr. Kristen Milks, I modified it because it represents what I want for my classroom in many ways, but what I was especially drawn to her explanation for her code of conduct:

BE RESPECTFUL: Respect yourself, coworkers, our classroom and supplies, our lab, our school, our community. A related practice to respect is practicing kindness, making sure we're all comfortable with sharing our ideas and working with others.

- Pay close attention to your words: hate speech against any person on the basis of race, religion, gender, sexual orientation, disability, language, legal status, or appearance is unacceptable behavior.
- Being respectful also means giving credit where credit is due and representing your own work honestly and accurately. See Academic Honesty expectation further on.

BE RESPONSIBLE: In order to maximize our potential, we're all responsible for our work here. This includes bringing our materials daily, being prepared for our work together, and discussing our thoughts.

-Communication is also important. If you are having problems that are affecting your performance, please talk to me privately or email me with your concerns.

BE REFLECTIVE: It's one thing to go through the motions of school. It's another to be reflective about your learning: Is what I'm doing producing the desired results? What is expected of me? How can I improve my work? Am I getting what I need in school? If not, what steps could I take to get help?

-A reflective attitude is helpful both in Science (What explanation can I make for these results? What are possible sources of error?) and in adulthood in general (Should I buy or lease a car?)

Consequences for breaking the code of conduct will be determined on a case-by-case basis but may include receiving a warning (verbal or eye contact), changing seats, staying after school to complete work, writing a behavior reflection, having a phone conference with me and your parent or guardian, or being sent to the administration for violation of school rules. *Effort is made on my part to show appreciation for your hard work and effort throughout the course.* My policy is to make sure that, to the best of my ability, consequences are reasonable, simple, valuable, and practical.

Academic Integrity

Integrity: always staying true to a code of values, especially moral values.

POSITIVE DEFINITION OF ACADEMIC INTEGRITY¹:

- Take full credit for your own work, and give full credit to others who have helped you or influenced you, or whose work you have incorporated into your own.
- Represent your own work honestly and accurately.
- Collaborate with other students only as specifically directed and authorized.
- Report breaches of academic integrity to a teacher, counselor or administrator.

Examples of conduct that have been regarded as being in violation of academic integrity include:

- Giving or receiving aid on an academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted.
- Presenting collaborative work as individual work.
- Presenting individual work as collaborative.
- Fabricating, falsifying, or “fudging” data, information, quotes, or sources.
- Using unauthorized help or information during the completion of an assignment; this may include answer keys in textbooks, SparkNotes or similar, calculator programs, help from tutors, parents, classmates, internet resources, etc.
- Revising and resubmitting a quiz or exam for re-grading without the instructor’s knowledge and consent.
- Plagiarism.

PLAGIARISM²:

In college courses, we are continually engaged with other people’s ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. **Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.**

How can students avoid plagiarism? To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person’s actual spoken or written words; or
- paraphrase of another person’s spoken or written words.

In this class, all parties involved in cheating or plagiarism will not receive credit for the assignment and will also be responsible for additional consequences.

¹ Modified from CA’s Piedmont High School (no date). *PHS’s Academic Integrity Policy*. Retrieved from <http://www.piedmont.k12.ca.us/phs/academics/academic-integrity.php> July 2010.

² Indiana University Writing Tutorial Services (no date). *Plagiarism: What It Is and How to Recognize and Avoid It*. Retrieved from <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> June 2010.

What kinds of learning activities will I be expected to participate in?

Throughout our course, we will be spending time working with the content to develop deep, conceptual understanding, connections between the big ideas of biology and to apply our understanding to today's major social issues. At any given time, you may be engaged in one of the following learning activities:

- o Reading/Note taking
- o **Participating** in Class Discussions/Activities/Whiteboarding Sessions*****
- o Formal Lab Reports/Mini Poster Presentations/Group Presentations
- o Inquiry-Based Labs
- o Essay Writing
- o Self Reflections
- o Cumulative Monthly Assessments/Midterm Exam
- o Practice AP Exam Given to **ALL** students prior to May test counts as 4th MP cumulative monthly assessment
- o Senior "Genius" Project as Final Exam Grade

The grading policy is as follows:

80%	Summative Assessments (Unit Assessments/Formal Lab Reports)
20%	Formative Assessments (Check Ins/other Lab products)

What are the teacher's Expectations of me:

- 1) Your presence in class and on time.
- 2) Proof of required reading/pre lab completed prior to class discussion.
- 3) Your consistent checking of our Google classroom for materials, updates and assignments
- 4) Your **active participation** in class discussion/lab activities.
- 5) Your own responsibility in making up missed work due to ANY reason
- 6) Your active engagement with your own learning process which includes asking questions when you are confused and being determined to understand something even when it is difficult.

What should I expect from this class/teacher:

- Fairness and consistency
- To spend roughly 1 hour on work outside of class each night
- A focus on doing science
- More teacher contact time and one on one help than you would receive if you were taking this course in college
- To learn much and be prepared for your college level science courses
- To get out of class what you put into it

What will I Study?

Topic as mandated by AP	
Biology Big Idea 1: Evolution	Biology Big Idea 3: Information
Mechanisms of evolution	Heritable information
Evidence for evolution	Imperfect processing
Origins of life	Expression of genetic information
	Cell communication
	Information transmission
Biology Big Idea 2: Homeostasis	Biology Big Idea 4: Interactions
Free energy and matter	Systems and complex properties
Internal environments	Competition and coordination
Feedback mechanisms	Diversity and environment
Changes in the environment	
Temporal coordination	

How will I learn the material?

- Use all the resources provided to prepare *PRIOR* to discussing the material in class
- Prepare my questions to ask on discussion days
- Actively participate in the day's learning activity which involves applying the material we are learning to a new situation through building models, designing a lab, implementing a lab, completing a case study, analyzing data, creating and justifying a claim. (Refer back to Science Practices)
- Put my time in each night reviewing and reflecting on the day's learning.

Late Policy Every effort will be made to decide collaboratively as a class on assignment collection times. Late is anything after the decided upon collection time. Assignments will receive 10% deduction per day late.

Attendance Policy This class will adhere to the GHS Attendance Policy (no more than 5 unexcused absences per semester.) However, my experience has been that if a student feels entitled to those days and makes sure to take them all, he/she is not as successful as he/she could have been. Class time is when the practice of science takes place; that is not easy to make up outside of class. Of course, things happen and students need to be absent from school. In that event, check Google Classroom to find out what you missed. I should never begin an AP class answering the question “did I miss anything?” Of course you missed something and you should already know what it is. You may need to ask a question about how to proceed with a missed assignment, but there are multiple ways for you to know what you missed. If you were absent 1 day, you will have 1 day to make up any missed work and so on.

Make Up Quizzes or Tests will be administered during the unit lunch period only. Plan on bringing your lunch and working through lunch if you miss a quiz or test.

Extra Help will be provided first during the unit lunch period and secondly after school. You are encouraged to have a conversation with the teacher to arrange such a meeting.

What do I need?

- Raven, Johnson, Mason, Losos, and Singer, *BIOLOGY*, 9th Edition (2011).
- Binder (a big one) with lined paper (lots of it) and some graph paper
- Quad Ruled Composition Book for lab
- Highlighters, index cards, colored pencils/markers

Sign below IN PEN to show you’ve reviewed and discussed the commitments for AP Bio:

I agree to the expectations and policies as stated in this AP Biology Contract.

Student signature (write your name at top of this paper)

Date of student signature

PARENT/GUARDIAN NAME (please print) _____

Parent/guardian signature
signature

Date of parent/guardian

For the most part, contact with you will be made via email as it can be done any time, and through email, we can decide if it's necessary to have a phone conversation or in person conference.

Parent/guardian language preference (please circle): English Other (please indicate!)

PARENTS/GUARDIANS: Make sure your email and phone contact is up-to-date in Powerschool to get class updates, see grades, etc.