**Course Syllabus**

**PreAP 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 page. 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

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**Instructor: Amy Haley**

**Course Description:**

PreAP Biology is a first-year high school biology course designed to give students a glimpse into Advanced Placement (AP) Biology while satisfying the Alabama State Science Standards. The curriculum presents biological concepts at a more advanced level than a standard Biology course. PreAP Biology introduces students to the structure of matter, its changes, and the energy involved in supporting life, the different forms of life, and the interconnections of the abiotic/biotic components of ecosystems. This course emphasizes a comprehensive approach to learning, and students will be expected to design and carry out experiments using appropriate methods and resources.

**Course Objectives:**

This course will give students an understanding of all that composes life on Earth including 1) knowledge of various theories and scientific laws; 2) appreciation of the ways organisms and the environment affect our world; 3) skills using the scientific method to solve problems and design experiments; 4) knowledge and practical application of laboratory safety and laboratory techniques; 5) skills collecting, processing, and evaluating laboratory data; and 6) application of scientific writing. Please refer to <http://alex.state.al.us/> for a complete listing of the standard objectives for this course. Note that the Alabama State Department of Education revised the science standards in 2024.

**Classroom Rules, Expectations, and Management Plan:**

***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 PreAP 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.

**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 PreAP Biology:

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

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

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

4. 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: Concepts and Connections*. 8th Edition. Reece, Taylor, Simon, Dickey and Hogan. 2015.

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| **Curriculum Plan\*** | |
| **WEEK 1** | Introduction to Biology- The Nature of Science, Experimental Design, Safety, and Mathematics |
| **WEEK 2** | Unit #1 Part 1- Characteristics of Living Things and Biochemistry (The Chemistry of Life and Water) |
| **WEEK 3** | Unit #1 Part 1- Characteristics of Living Things and Biochemistry (The Chemistry of Life and Water) |
| **WEEK 4** | Unit #1 Part 2- Characteristics of Living Things and Biochemistry (The Macromolecules) |
| **WEEK 5** | Unit #1 Part 2- Characteristics of Living Things and Biochemistry (The Macromolecules and Scientific Characteristics of Life) |
| **WEEK 6** | Unit #3- The Working Cell (Membrane Structure and Cell Transport) |
| **WEEK 7** | Unit #3- The Working Cell (Membrane Structure and Cell Transport) |
| **WEEK 8** | Unit #4- Bioenergetics (Photosynthesis and Cellular Respiration) |
| **WEEK 9** | Unit #4- Bioenergetics (Photosynthesis and Cellular Respiration) |
| **WEEK 10** | Spring Break |
| **WEEK 11** | Unit #5- Genetics and Inheritance Patterns (Chromosomes and the Cell Cycle) |
| **WEEK 12** | Unit #5- Genetics and Inheritance Patterns (Chromosomes and the Cell Cycle) |
| **WEEK 13** | Unit #6- Genetics and Inheritance Patterns (DNA and the Central Dogma) |
| **WEEK 14** | Unit #7- Genetics and Inheritance Patterns (Mendelian Genetics) |
| **WEEK 15** | Unit #7- Genetics and Inheritance Patterns (Non-Mendelian Genetics) |
| **WEEK 16** | Unit #8- Evolution and Speciation (Microevolution) |
| **WEEK 17** | Unit #8- Evolution and Speciation (Speciation and Phylogenies) |
| **WEEK 18** | Unit #9- Ecology and Ecosystems |
| **WEEK 19** | Review |
| **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.*