

# Unit 8: After the A.P. Biology Exam

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## After the A.P. Biology Exam

### Class Book Club:

Students will choose a book from a list of preselected books pertaining to science (Lab Girl, Your Inner Fish, etc) and report back to the class on their book of choice.

### Service Learning Assignment:

Either independently or in groups of 2, students choose one concept or topic in biology/life science that they learned about during the year and develop a children's book or movie that teaches either young children or underclassmen about that topic. Students are required to closely exam the subject matter and distill it down to its important concepts. They then develop ways to explain those concepts in their book or movie through the use of metaphors, analogies or simple models to children or underclassmen. Students use a variety of media to develop their final product. They submit proposals, a script of the storyline, and completed page layouts throughout the planning process. The final product is a 10-15 page illustrated children's book or movie. Upon completion of the project students are asked to do a self- evaluation/reflection and at the end of the presentations the freshman students are asked for their feedback.

### Social and Ethical Concerns:

Throughout the course, students will address a wide variety of social and ethical concerns. In an effort to take learning out of the classroom and into society, through service learning initiatives. We will do this in a variety of ways, including, but not limited to, a discussion of ecological conservation, human genomics and ethical concerns, ethical papers and scholarly articles, genetic counseling scenarios, and analyze the films: Contagion, Hidden Figures, GATTACA, The Secret of Photo 51, and Henrietta Lacks. We will also discuss the impact of women's rights and laboratory ethics. These opportunities are designed to allow students the chance to utilize a plethora of resources, including science news, books, current events, local newspapers, to develop opinions and build an awareness of the impact of the scientific world around them.

## Learning Objectives

- Objective 1 - Copy and paste
- Objective 2 - Copy and paste
- Objective 3 - Copy and paste
- Objective 4 - Copy and paste
- Objective 5 - Copy and paste
- Objective 6 - Copy and paste
- Objective 7 - Copy and paste
- Objective 8 - Copy and paste
- Objective 9 - Copy and paste

## **Essential Skills**

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## **Standards**

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## **Instructional Tasks/Activities**

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- Activity 1
- Activity 10
- Activity 2
- Activity 3
- Activity 4
- Activity 5
- Activity 6
- Activity 7
- Activity 8

- Activity 9

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz

- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load

- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5