

BIOLOGY (General and Honors) Curriculum Guide

Month	Unit/Topic of Study	Standards	Key Vocab	KAGAN/ Test Taking/ Reading Strategies	Math Skills	Writing in the Content Area	Assessments
September	<p>Intro to Biology (2wk) Ch 1 - Yellow Book</p> <p>Chemistry of Life (2wk) Ch 2 Yellow Book</p>	<p>B1.1 Scientific Inquiry B1.2 Reflection and Social Implication</p> <p>B2.2 Organic Molecules B2.2 Proteins B2.3 Homeostasis B2.5 Living Organism Composition</p>	<p>Observation Hypothesis Data Peer review Homeostasis Atom Proton Neutron Isotope Ion Covalent bond Hydrogen bond Adhesion Solution Solvent Polarity Acid Buffer Polymer Lipid Protein Nucleic acid Reactant Enzyme Catalyst</p> <p>Inference Variable Theory Metabolism Stimulus Nucleus Electron Element Compound Ionic bond Molecule Cohesion Mixture Solute Suspension pH base monomer carbohydrate nucleic acid amino acid chemical reaction product activation energy substrate</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at least higher level text</p> <p>Student graphic representation of text</p> <p>Extra credit for flash cards</p>	<p>Graphs</p> <p>Percentages probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p>	<p>CH 1 intro Quest</p> <p>CH 2.1 Test over basic Chemistry and Water</p> <p>CH 2.2 Test over Organic molecules and enzymes</p>

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October	<p>Chemistry of Life (1wk) Ch 2 Yellow Book</p> <p>Ecology and Energy Flow (2wks) Ch 3 and Ch 4 Yellow Book</p> <p>Populations (1wk) Ch 5, 6, and 7 Yellow Book</p>	<p>B1.1 Scientific Inquiry B1.2 Reflection and Social Implication</p> <p>B2.2 Organic Molecules B2.2 Proteins B2.3 Homeostasis B2.5 Living Organism Composition</p> <p>B3.2 Ecosystems B3.3 Element Recombination B3.4 Human Impact B3.5 Populations B3.5 Environmental Factors</p>	<p>Chemistry of Life vocab above</p> <p>Biosphere Ecology Species population Community ecosystem Biotic abiotic Climate weather Greenhouse effect Biome Humus Taiga Permafrost photic zone Aphotic zone wetland Estuary anthrome Autotroph heterotroph Primary and Secondary producers Chemosynthesis detritus Detritivore consumer Food web phytoplankton Trophic level biomass Nutrient fixation denitrification Limiting nutrient algal bloom</p> <p>Pop density pop distribution Age structure immigration Exponential growth emigration Logistic growth carrying capacity Limiting factors demography</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at least higher level text</p> <p>Student graphic representation of text</p> <p>Extra credit for flash cards</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p> <p>Use of data as evidence to support an opinion</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p> <p>Honors: write a research paper using data to support an opinion on human activity in the Biosphere</p>	<p>CH 3 and CH 4 Test over Basic ecology and Energy Flow</p> <p>Ch 5, 6, and 7 Test over Populations</p> <p>Honors - Research paper serves as Test</p>
November	<p>Populations (2wk) Ch 5, 6, and 7 Yellow Book</p>	<p>B3.4 Changes in Ecosystems B3.4 Human Impact</p>	<p>Habitat niche Competitive exclusion Keystone species symbiosis Commensalism mutualism Parasitism herbivory Primary and secondary succession Pioneer species biodiversity Resilience monoculture Great acceleration</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write</p>	

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November	<p>Cells and Transport (2.4wk) Ch 8 Yellow Book</p>	<p>B2.1 Cell Differentiation B2.3 Homeostasis B2.4 Cell Specialization</p>	<p>Invasive species</p> <p>Cell theory cell membrane Nucleus prokaryote Eukaryote cytoplasm Organelle ribosome Endoplasmic reticulum (rgh/smith) Golgi Apparatus vacuole Lysosome cytoskeleton Chloroplast mitochondria Cell wall lipid bi-layer Selective permeability Diffusion osmosis Facilitated diffusion Aquaporin isotonic Hypotonic hypertonic Osmotic pressure endocytosis Passive transport pinocytosis Active transport phagocytosis exocytosis</p>	<p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at least higher level text</p> <p>Student graphic representation of text</p> <p>Extra credit for flash cards</p>	<p>graphing of data gathered</p>	<p>summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p>	<p>CH 8 Test over Cells and Diffusion/ Transport</p>
December	<p>Photosynthesis (3wk) Ch 9 Yellow Book</p>	<p>B2.4 Cell Specialization B2.5 Living Organism Composition B2.5 Energy Transfer B3.1 Photosynthesis / Respiration</p>	<p>ATP pigment Chlorophyll thylakoid Granum stroma NADP+ NADPH Photosystem I and II Antenna complex light reaction Electron transport chain H+ ADP ATP Synthase Dark reaction Calvin Cycle Glucose C4 plants CAM plants</p>	<p>RAISE Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups Actual reading of high level or at least higher level text Student graphic representation of text</p> <p>Extra credit for</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p> <p>Students must</p>	<p>Ch 9 Test over Photosynthesis Normal MC Test and students have opportunity to draw and explain</p>

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				flash cards		explain photosynthesis	
January	<p>Respiration (2wk) Ch 10 Yellow Book</p> <p>Exams (1wk)</p> <p>Cell Growth and Division (wk) Ch 11 Yellow Book</p>	<p>B2.5 Energy Transfer B3.1 Photosynthesis / Respiration</p> <p>B2.4 Cell Specialization B2.5 Living Organism Composition B4.1 Genetics and Inheritance B4.3 Cell Division</p>	<p>Calorie aerobic Anaerobic Glycolysis NAD+ matrix Krebs cycle Pyruvic Acid FAD FADH2 NADH fermentation Lactic acid alcohol Asexual sexual Chromosome chromatin Cell cycle Interphase Prophase metaphase Anaphase telophase Cytokinesis centriole Mitotic spindle mitosis Centromere nucleosome Histone sister chromatid Cell plate cleavage Cyclin apoptosis Cancer tumor Differentiation embryo Blastocyst stem cell</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at least higher level text</p> <p>Student graphic representation of text</p> <p>Extra credit for flash cards</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p> <p>Students must explain Respiration</p>	<p>CH 10 Respiration Test</p> <p>Honors must also explain Glycolysis and draw with explanation</p> <p>Semester 1 EXAM</p>
February	<p>Cell Growth and Division (1wk)</p>	<p>B4.1 Genetics and Inheritance B4.2 DNA B4.3 Cell Division</p>	<p>Cell Growth vocab above</p> <p>Genetics fertilization Trait hybrid Gene allele Dominance recessive Segregation gamete True breeding self-pollination</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend</p>	<p>CH 11 Test with Lab Practical - Cell Growth division and the Phases of Mitosis</p>

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February cont.	<p>Mendelian Genetics and Meiosis (3wk) Ch 12 Yellow Book</p>		<p>Gregor Mendel probability Homozygous heterozygous Phenotype genotype Punnett Square ratio Independent assortment Incomplete dominance Codominance multiple alleles Polygenic traits homologous Diploid haploid Meiosis tetrad Crossing-over Gene linkage Gene map</p>	<p>least higher level text</p> <p>Student graphic representation of text</p> <p>Extra credit for flash cards</p>	Probability of outcomes	opinions of scientific ideas	<p>CH 12.1 TEST over Genetics and Meiosis</p> <p>CH 12.2 over Genetics and Meiosis</p>
March	<p>DNA, RNA, protein synthesis and Mutation, Gene Regulation (3wk) Ch 13 and 14 Yellow Book</p> <p>Extra 1.5 weeks left out here to compensate for snow days or slow progress + Spring Break etc.</p>	<p>B4.2 DNA B4.2 DNA, RNA and Protein Synthesis B4.3 Cell Division B4.4 Genetic Variation</p>	<p>Transformation base pairing Nitrogenous bases Chargaff's rule Frederick Griffith Oswald Avery Hersey and Chase Erwin Chargaff Rosalind Franklin Watson/Crick Antiparallel Replication DNA polymerase Helicase Telomere Adenine Guanine Cytosine Thymine RNA Uracil mRNA tRNA rRNA Transcription RNA polymerase 5'G Cap poly-A tail Promoter intron Exon polypeptide Genetic code codon Translation anticodon Operon operator Homeotic gene homeobox gene Hox gene Lac Operon Repressor Epigenetics</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at least higher level text</p> <p>Student graphic representation of text</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p>	<p>CH 13 Test over DNA and Replication</p> <p>CH 14 Test over RNA, transcription and translation</p>

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			Mutations point mutation Frameshift mutation Mutagen polyploidy Chromosomal mutations Translocation inversion	Extra credit for flash cards			
April	Lost week here for SAT/PSAT/MSTEP TESTING Human Genome and Biotechnology (2.5wk) Ch 15 and 16	B4.3 Cell Division B4.4 Genetic Variation B4.4 Recombinant DNA	Genome karyotype Sex chromosome autosome Sex-linked pedigree X-Chromosome inactivation Nondisjunction Sickle Cell Cystic Fibrosis Huntington's Typhoid Malaria Restriction enzyme Gel electrophoresis Genomic imprinting Selective breeding biotechnology Hybridization inbreeding PCR reaction plasmid Recombinant DNA transgenic Clone gene therapy Forensics Genetic Engineering	RAISE Talking to the text - annotation Think-a-loud Student led quiz design Jigsaw and Expert groups Actual reading of high level or at least higher level text Student graphic representation of text Extra credit for flash cards	Graphs Percentages probabilities Data analysis Charting and graphing of data gathered in labs	Daily Journal Our annotation requires students to explain the reading in their own words Students will write summaries Students will be asked to defend opinions of scientific ideas Honors writes a research paper concerning Genetic Engineering and is asked to use data to support an opinion	CH 15 Test over the Human Genome CH 16 Test over Genetic engineering and Biotech Honors will do a research paper over Genetic Engineering that will serve as Biotech assessment
April	Biotech continued						

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May	<p>Evolutionary Biology and Classification (3wks) Ch 17-19 Yellow Book</p> <p>Viruses and Protists (1wk) Ch 21 Yellow Book (IF TIME ALLOWS)</p>	<p>B2.4 Cell Specialization B5.1 Theory of Evolution B5.2 Molecular Evidence B5.3 Natural Selection</p>	<p>Evolution fossil Artificial selection adaptation Natural selection fitness Homologous structures Vestigial structures Analogous structures Allele frequency gene pool Genetic drift bottleneck Gene flow founder effect Genetic equilibrium Hardy-Weinberg principle Sexual selection speciation Reproductive isolation Behavioral isolation Geographical isolation Temporal isolation Taxonomy genus Binomial nomenclature Species taxon Family order Class phylum Kingdom domain Phylogeny clade cladogram</p>	<p>RAISE</p> <p>Talking to the text - annotation</p> <p>Think-a-loud</p> <p>Student led quiz design</p> <p>Jigsaw and Expert groups</p> <p>Actual reading of high level or at least higher level text</p> <p>Student graphic representation of text</p> <p>Extra credit for flash cards</p>	<p>Graphs</p> <p>Percentages</p> <p>probabilities</p> <p>Data analysis</p> <p>Charting and graphing of data gathered in labs</p>	<p>Daily Journal</p> <p>Our annotation requires students to explain the reading in their own words</p> <p>Students will write summaries</p> <p>Students will be asked to defend opinions of scientific ideas</p>	<p>CH 17/18/19 Evolution and Classification test</p>
June	<p>Viruses (1wk) Ch 21 Yellow Book</p> <p>Exam Prep</p>	<p>B2.4 Cell Specialization</p>	<p>Virus capsid Lytic infection bacteriophage Lysogenic infection prophage Retrovirus</p>				<p>Quest over Viruses if there is time.</p> <p>Semester 2 EXAM</p>