

# Biology Syllabus

## Unit 1 Population Interactions

Date	Topic
15	Welcome Introduction to populations, What is happening to the Island Fox?
16	Using graphs to find a pattern in climates. <u>How do biologists evaluate different factors that affect population size?</u>
17	Using plants to model population growth.
20	Mule Deer population activity
21	Finish the mule deer activity. Pre- reading. <b>Population Lecture</b>
22	Finish lectures, Duckweed experiment-counting CER Posters
23	CER Activity Limiting factors of the island foxes. <b>Check in quiz;</b>
24	Return to the population posters.
27	<u>How does the diversity in a community influence a populations?</u> <b>Biodiversity Lecture</b>
28	Finish lectures and Practice Intro to food webs
29	<u>How does the amount of energy stored in food influence the population size?</u> <b>The Flow of Energy Lecture</b>
30	How does a disease spread through a population and a food chain
31	<b>Check in quiz;</b>
3	No School-Labor Day
4	Using computers to model changes in a population-CER Activity
5	CER poster session
6	<u>Which animal behaviors influence a populations' chance of survival?</u> <b>Behavior Lecture</b>
7	Evaluate an conclusion.
10	How do scientists communicate their results? Introduction Finish counting
11	Procedures and materials 1 <sup>st</sup> day of counting. CER Food Webs
12	counting, graphing
13	writing a conclusion.
14	Peer review
17	Review
18	<b>Unit Test</b>

Turn in your classroom expectations acknowledgments by Aug 25<sup>th</sup>.

Unit Homework

1. Unit Question that needs to be answered.

- a. Why are there more Great White Sharks and so few Vaquitas?
2. lecture –
  - a. Before a lecture
    - i. Pre read using the two steps in the box:
    - ii. Population lecture- 436-437, 440-444
    - iii. Biodiversity lecture: 403
    - iv. Energy transfer 406-411,417-419
    - v. Behaviors lecture 822-826,831-836
  - b. After a lecture
    - i. Rewrite your class notes using the Cornell notes format,
    - ii. Reread the section and add notes to your Cornell class notes.
    - iii. Within two hours talk to someone about what you have learned. Make a note of the time.
    - iv. Identify a connection between your notes to a different Cornell notes topic.
3. Lab/Activity in class, a different type of note taking. See the hand-out.
4. Lab Report
  - a. Start the same day you receive the lab instructions.
  - b. Have a rough draft ready for peer review.

### ***Pre- Reading:***

#### **Before you read, Survey the chapter:**

- the title, headings, and subheadings
- captions under pictures, charts, graphs or maps
- review questions or teacher-made questions
- introductory and concluding paragraphs
- summary

#### **Question while you are surveying:**

- Turn the title, headings, and/or subheadings into questions
- Read questions at the end of the section.
- Ask yourself, "What parts of this section will be important?"
- Ask yourself, "What do I already know about this subject?"