

Honors Biology Syllabus

Unit 1 Population Interactions

Date	Topic
15	Welcome Introduction to populations
16	Using graphs to find a pattern. <u>How do biologists evaluate different factors that affect population size?</u>
17	Using Computers to make graphs.
20	Pre- reading, Finish graphing, Population Lecture
21	Finish Lecture; Using Computers to make graphs.
22	CER Posters
23	Return to the population posters.
24	How do we count individuals in a population? Yeast Counting: Check in quiz;
27	How do scientists communicate their results? Introduction
28	Procedures and materials 1 st day of counting. <u>How does the diversity in a community influence a populations?</u> Biodiversity Lecture
29	2 nd day of counting and Measuring biodiversity
30	Collecting 3 rd day of yeast counting, graphing and writing a conclusion.
31	Peer review- Finish measuring biodiversity
3	No School-Labor Day
4	<u>How does the amount of energy stored in food influence the population size?</u>
5	Food Web game The Flow of Energy Lecture
6	Open Ocean Video
7	Food Web activity
10	Finish Energy activities Check in quiz;
11	CER Food Webs
12	Check in quiz
13	<u>Which animal behaviors influence a populations' chance of survival?</u> Behavior Lecture
14	Niche Lecture and Introduction to the 2 nd Lab.
17	Niche Lab
18	Finish Labs, Share results and graphs.
19	Reflective Question Assignment-Research Question about the Sharks and Vaquita. Unit Review
20	Unit Test

Turn in your classroom expectations acknowledgments by Aug 25th.
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?"