

**AP Biology Syllabus 2024-25**  
**McKinley Classical Leadership Academy**

**Instructor:** Dr. Jason Kesselring (Please call me Dr. K or just Doc)

**Course Website:** <https://www.slps.org/Domain/4011>

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**Materials:** 1) Textbook - OpenStax: Biology (For AP Courses) - it is online 2) Microsoft Teams access  
3) Technology (SLPS will provide, but please don't forget to bring it!)  
4) 3 ring binder with paper or notebook 5) Folder 6) Writing utensil (pencil and pens)  
7) Calculator (Scientific or graphing)

**Upfront:** Welcome back! Some of you I have taught before, some of you I have not. I strive to be approachable and to make learning enjoyable. I was a pediatrician for 13.5 years prior to teaching (odd career change, tell me about it!) This is Year #7 for me at McKinley, and I am fully vested in challenging students intellectually.

**Philosophy:** If you are taking this class, there are decent odds that you are considering a career in something science related, or you are a motivated student looking to take care of requirements before going off to school to study something else. Regardless, you are clearly motivated, and the class will be structured to reflect that. Whether you are pursuing basic science, applied science, or you are just looking for a challenge, this course will prepare you for "the next step."

Science, like many subjects, requires a blend of independent work as well as collaboration. **My expectations are that you will do sufficient preparation to come to class ready to learn and to participate to the best of your capability.** That way, when group work arises, you are ready to help as a full member. I want this class to be appropriately rigorous; but I also believe in extending a helping hand! You have the right to expect me to treat you with respect and fairness (and I am huge on using "thank you" and "please" - call me out if I do not!) This is also a two-way street, and I expect the same from each student.

I will work hard and do my best to assist and help each of you to achieve to your fullest capacity. One student succeeding is not predicated on someone else doing poorly. With appropriate instruction and effort, it is my goal to have each and every student in this class succeed.

I think a lot of students like Biology because it seems a little less intimidating than Physics and Chemistry. It is not EASIER at all. The amount of math that you must do in Biology is turned down. We will work A LOT with interpreting data (that is huge). Biology (at least at this level) is extremely concept driven - and we really get into the details of models, explanations, and predictions. I think you will also find that each unit really ties-in the unit before it AND foreshadows the next one. There are plenty of connections to make between units (it is not like one unit ends and that knowledge is just "done".) I hope you find the topics fascinating. And for those of you that are taking Anatomy and Physiology with me (or will take it), the classes play off each other nicely.

**Course Outline:** Please note that I will have to keep close to this schedule. The last 2 weeks of material I will reserve for review for the AP Exam.

This course is also offered for credit via dual enrollment through UMSL. Credit may also be earned via AP. I advise you to sign up for BOTH. **Your score on the AP Exam does NOT influence your grade in the class. Scoring a 3, 4, or 5 on the AP Exam will earn you one semester of college credit at MOST (not all) universities. Earning an "A" or a "B" in this class will (if you take it for dual enrollment) will earn you one semester of college credit (as a non-science major).** Essentially, you have two chances to earn credit beyond high school if you demonstrate mastery of the material.

Your sequence:

Semester 1	Semester 2
The Chemistry of Life	Gene Expression
Cell Structure and Function	Natural Selection
Cellular Energetics (Baby Biochemistry!)	Ecology
Cell Communication	Review for the AP Exam
Heredity	

**Grading:** I reserve the right to tweak the grading formula as needed to keep students a) motivated and b) to be accurate or reflect extenuating circumstances. If I need to make an alteration, I will let you know.

Here is the formula:

**Unit Tests and assessments - 60%**

**Lab Work - 15%**

**Classwork (defined as work started in class or work you are given class time to get a portion complete) - 15%**

**Homework (any work you are expected to finish at home with minimal to no class time to work on it) - 10% (see the note below on homework)**

**POLICY ON TURNING IN WORK:** All work will be turned in via Microsoft Teams unless noted otherwise. Some labs and most tests will be done with “old school” pencil and paper. This means uploading a copy of work to Teams.

Microsoft Teams has TWO dates for assignments - and DUE date and a CLOSED date. The DUE date is for full credit. **All late work (work turned in after the DUE date but before the CLOSED date) will be assessed a 20% late penalty.**

The assignment will be accepted LATE for 20% reduced credit for one week until the closed date. **Once the assignment is closed, it has CLOSED, and NO LATE WORK WILL BE ACCEPTED AND WILL BE GIVEN A “ZERO”. This means I will not be taking late work at the end of the quarter, nor will I be taking late work at the end of the semester.**

REASON → homework and classwork are given for you to practice concepts and improve. If you do not practice, you will not improve. As you progress in your education and career, you will have to DO WORK ON YOUR OWN in order to improve. I assess this process by seeing what you know when you take an exam. You might “get points” on classwork or homework if you complete a task. If you do not do the work well by learning earnestly, your test will not reflect your classwork and homework scores. If you do not do work AT ALL, you know the result!

**There is a test given during finals, but it is a unit test and will carry normal weight.**

There will be limited opportunities for extra credit. When those opportunities present themselves, it will be for the entire class.

(Total points earned + extra credit points)/ (Total possible points - exemptions)

Letter grades are as follows: **A (89.5% to 100%)**      **B (79.5% to 89.4%)**      **C (69.5% to 79.4%)**  
**D (59.5% to 69.4%)**      **F (59.4% and under)**

**Tests and quizzes:** This section is very important; please read in detail. There will be a test at the end of each unit. Each unit test will be in AP format. That means I will pull together a selection of multiple choice and free-response questions from prior AP exams. This is done to give you/your student as many chances to practice what the real AP test will be like.

On the free-response portion of the AP Biology test, you either get the point, or you do not. Half-points do not exist. I only say this because of this: I will be a stickler for details. You will need to get used to explaining and JUSTIFYING your answer. A lot of students have trouble with this at first. I will do my absolute best to help you through the year to develop the skill of making claims, citing evidence, and connecting the two with reasoning. You will get used to this - do not worry!

In all likelihood, you may not score as highly on tests as you have in the past. AP tests are hard. I will employ a scaled score for assigning letter grades. At my AP meeting, getting in the 70-75% range on multiple choice & slightly above 50% on the free response will get you a proficient score on the actual AP test. My advice is to study to understand the material; proficient scores of 3, 4, or 5 will follow. I have enclosed the AP rubric/scale with the syllabus - I will only employ this scale with end of chapter tests.

If you miss a test, we will schedule it as soon as it is reasonably possible. Please communicate with me so we can work within the constraints of your other classes vs. this class.

If you score below 80% (scaled score) on a test, **I will give the student an opportunity to do test corrections. The student will get TWO opportunities to do test corrections during the first semester, and ONE opportunity to do test correction during the second semester.** In order to obtain credit for doing test corrections, the student must:

- Correct their response (show work if necessary, on the Free Response Questions)
- Explain why they changed their answer, and the new answer is correct.

If both parts are not present, you do not get credit. This is an exercise to help them learn. As such, it is an open note and open resource, but they cannot improve their grade above 80% (I will average the old score and the new score, but it cannot exceed 80%).

I will employ quizzes in this class, as a tool to help you with your writing. I will let you know in advance if what we are doing is to figure out where you are at - or is a mid-unit "mini-quiz" to see if you are keeping up.

**"Real life" Biology problems** → These are scenarios that I have designed that go beyond "AP" questions that assist you with critical thinking. These situations take content and get you to think in guided steps about how the concepts we learn matter RIGHT NOW. These are to be done in groups, with minimal help from me. I typically have students do these at the end of a unit; it helps students with confidence, once they embrace INDEPENDENCE. For some cases, they are done in with combined units.

Unit 1 → Vaccination storage (why structure matters)

Unit 2 → Channel disorders!

Unit 3 → Down with ATP! (You know me!) → TCA cycle defects!

Unit 4 → Statistics, cell cycle, and cancer

Units 5 and 6 → Epigenetics and diseases (a closer look at lupus and asthma)

## Units 7 and 8 → Hawai'i! How to save the Palila!

**Lab Reports:** When labs are assigned, I expect the students to read the lab AHEAD of class (I reserve the right to quiz them ahead of the lab), run calculations on the lab, and show their work. I also will ask them follow up questions regarding the concepts. This year, I will push them to think in terms of Claim-Evidence-Reason: Make a claim regarding the data, back it up with evidence, and explain their reasoning in detail. While we may not have a lab in every single unit (and some units we may have more than one), this portion gets students to think independently and thus worth a fair portion of their grade.

EVEN THOUGH YOU WILL DO MOST LABS IN GROUPS, EACH STUDENT MUST TURN IN THEIR OWN LAB UNLESS I STATE OTHERWISE. This means you must do your own calculations and answer questions on your own. Any copying of answers will be regarded as cheating, and you fail the assignment.

ALL STUDENTS WILL BE EXPECTED TO SIGN A LAB CONTRACT AS PART OF REGISTRATION. Lab safety is important, and students will be expected to always take safety seriously. Students will need to wear gloves and goggles for all labs. Any student that does not follow safety rules or does not follow instructions CAN AND WILL BE KICKED OUT OF THE LAB. This includes but is not limited to: failure to follow instructions, failure to wear equipment properly, handling equipment inappropriately, "joking" about tasting or eating chemicals, rough play in the lab, or other conditions that would make the lab unsafe.

**Classwork:** This is a sizable portion of your grade. Sometimes, this could be a Peardeck, a new concept; other times, this is extended reading with questions requiring extra thought. Or it could be a mini-project (think one-day project on a dry-erase board poster). Regardless, these are activities designed to get you to think beyond simple CONTENT.

UNLESS I STATE OTHERWISE, SHOW ALL YOUR WORK AND DO YOUR OWN WORK. FAILURE TO DO SO IS REGARDED AS CHEATING AND WILL RESULT IN FAILURE OF THE ASSIGNMENT.

**Homework:** Homework will be assigned as needed to supplement or further learning from the classroom. I am fully aware that you likely have multiple requirements upon your time, via other courses and after school activities. If we are to prepare you for the AP exam at the end of the year, there will be some "outside of class" work that needs to get done. It will not be busy work (that does not help anyone). Any work done outside of class is to further our learning when the class convenes together. While not wanting to overload you, I need to make sure you are fully prepared by the end of the year. You will need the practice to prepare you. TRUST ME ON THIS.

Most homework will be: a 2nd Peardeck on content or questions requiring some added thought with added reading.

I EXPECT YOU TO ANSWER YOUR OWN QUESTIONS AND DO YOUR OWN WORK. FAILURE TO DO SO IS REGARDED AS CHEATING AND WILL RESULT IN FAILURE OF THE ASSIGNMENT.

**Class Structure:** This year, it will be a mix of things. The start is nothing new - students will have their Do-Now. After that, it will depend on the day. Many days, I will start by asking students if there are questions from the lesson before. From there - many days will have guided activities that I will run the students through. Some of this will be via online simulations or case scenarios. Some of this will be through materials to manipulate in class. Some of these will be labs. There will be a regrouping to discuss the concepts at play to ensure the class is on track. Many of these activities will span MORE THAN ONE CLASS. There will be some lecture. I will do enough that you will be used to it for your college experience (it WILL happen), but not so much to bore you. Put it this way, if you are depending on me to GIVE you knowledge, you have come to the wrong class. You will learn much more deeply (especially this type of material) if you wrestle with yourself; I am here to help guide you on the way.

There will be more group work this year. Each unit will have an “Applied Biology Problem”. I will introduce the problem at the very beginning of the unit, so the students KNOW what they are building towards. The problem will be at the end of the unit - and will take 1 or 2 classes to complete. The students will have to work with their group to solve the problem (sometimes, it is a series of questions; other times, it is MUCH MORE open ended).

I want to make clear, as your education advances (especially in your specific course of study) that you will need to take an honest assessment on a regular basis of what you know, and what you do not know. If there is something unclear, find or ask for another source, or solicit an alternate explanation. Know how you learn best, and I will do my best to assist you during the process. As such, another focus this year will have me forcing the students to rely on me less for answers. The students might expect to hear, “No questions for Dr. K for 15 minutes.” I want them to use their resources and collaboration to figure things out.

**Absences:** These will inevitably happen, whether these are last minute or scheduled. Communication is key! For brief absences, we will assign any homework, classwork, or lab work that was missed. This should be completed as soon as reasonably possible so your learning can continue with minimal interruptions - IT IS YOUR RESPONSIBILITY TO CATCH UP. If you are out for a prolonged period of time, please talk with me, and we will set a schedule to have you catch up.

**Classroom expectations:** As stated earlier, I am a firm believer in working hard, but also in treating each other with kindness and respect. Learning goes MUCH BETTER in a relaxed environment where there is mutual respect. As such, the specific rules that we will make together at the beginning of the year will reflect this. You are close to being adults, and I will treat you as such so long as your behavior and effort reflect this. Specific procedures are listed at the end of the document. My big expectation and rule are: Act like an adult and I will treat you like one. I am in Year 7, and 99% of my students do just fine with this expectation.

**Technology expectations:** You need to → check Microsoft Teams DAILY for messages / (even on days we do not have class), check your SLPS email DAILY for messages, and STAY OFF YOUR PERSONAL DEVICE (CELL PHONE) in class - see below.

These are expectations in college and the professional world and are easy to do. You have been given SLPS technology, please use it like a professional.

**Use of “Artificial Intelligence” in the classroom:** You are at the stage of your education where being original and learning to THINK FOR YOURSELF is more important than using AI. There MIGHT be a case where using an “AI” will be sanctioned and allowed under my guidance in the classroom. However, unless stated otherwise, use of AI to complete an assignment is not allowed. Use of AI (such as - but not limited to - ChatGPT) would result in failure of the assignment. Continued use of AI to complete what needs to be original work would result in a conversation with the principal.

There will be a blend in our careers of using AI to accomplish some tasks! However, we still need to be able to do critical thinking. There is little use in using AI before you are accomplished critical thinkers. When we can use it to make a point about a concept, we will.

**Please:**

- Come to class prepared - have your materials with you and do enough preparation that you are ready to learn.
- Be respectful and kind to your classmates and me (I use “thank you” and “please” when talking with all of you, so please afford me the same courtesy!)
- Put cell phones away UNLESS I SPECIFICALLY SAY OTHERWISE - my mom nearly died twice during the 2019-20 school year, and mine was not out while she was in the hospital. Please put yours away. If you need to take a call - step out into the hall. If this becomes an issue, I will contact your family.
- Put your earbuds and headphones away UNLESS I SPECIFICALLY SAY OTHERWISE.
- Stay on topic

- Adhere to the rules of the student handbook
- Clean up your workspace / table / lab before you leave the classroom (this is really helpful! Thank you in advance!)
- Use school appropriate language in the classroom, hallways, and school property.
- Be on time
- Have work completed
- Communicate with me if you have specific problems, ahead of time if you can. This is another HUGE skill for after high school. It is much easier for me to help you if I know about issues. A simple email or side conversation fixes a lot - but it needs to come from you first. I promise you; I am easy to work with, and USUALLY workarounds exist - if I know about the issue.

**Procedures:** Any homework or lab report is due at the beginning of class unless stated otherwise. While I may occasionally use paper, we will use Microsoft Teams for most of the class assignments.

I will have a “do-now” or “warm-up” activity. This should be started at the beginning of class.

I will have a supply of paper, pens/pencils, or other materials if you are lacking material for the day. Please quietly help yourself to the material needed. Due to coronavirus, if you need to take a pen or pencil of mine, please keep it!

When I am giving a lecture or instruction, attention should be on me and the information I am conveying. No conversations or other distractions should be taking place. I will take questions from students in an appropriate manner (please, just raise your hand!)

I will put you in groups for group work - sometimes I will pick groups; sometimes students will pick. I am intentional about this - students need to learn to work with a variety of people. Of course, group work will require conversation and collaboration. However, your group should treat each other with respect, talk at a tone appropriate for learning, and have everyone participate. If you need help from me, please ask!

Should you be doing individual work in class, the room should be quiet unless I say otherwise.

There is no talking during tests. Period.

Please turn in your test to my desk (appropriate tray) or raise your hand to have your test collected (if applicable)

You may use a calculator on a quiz or free response portion of a test - graphing or scientific.

Food and water are not permitted on lab days. I also highly encourage students to wear closed shoes on lab days and to wear lab safe clothing. This is for your safety. Many of the lab activities will be low risk, but I urge students to prepare on the side of caution.

If you need to use the restroom during class, please raise your hand. Once I acknowledge you, you need to sign out before using the restroom. If this becomes a chronic issue, it will be discussed with the student first & then parents. I need you and expect you in my classroom as much as possible. If I see a pattern of avoiding my room, it will be addressed. The same holds for getting a drink during class.

Generally, I will finish right at the bell. If instruction is occurring, do not leave class until I have ended the class. I promise, I won't run over for unnecessary reasons & let your next teacher know. (I have started using a “Dr. K, be quiet alarm” 2 minutes before class ends to avoid this problem!)

I am extremely excited for this class, this school year, and this group of students! Let's get to this! Please do not hesitate to contact me if you have any questions. I hope this is a wonderful year for all involved.

Respectfully,  
Dr. K