

BIOLOGY/LIFE SCIENCE A
Course Outline: 4303

I. Textbook Assignment Options:

A. *Glencoe Life Science*, Part I (5.0 credits)

- Read: Chapters 1-13.
- Complete: “Chapter Review” exercises (**Omit** “Developing Skills” and “Performance Assessment”)
- Complete one of the Extension Activities listed below.

B. *Science Insights: Exploring Living Things*, Part I (1.0- 5.0 credits: direct instruction or course contract)

C. *Holt Biology: Visualizing Life*, Part I (5.0 credits)

- Read: Chapters 1- 17.
- Complete: all “Section Review” exercises.
- Complete: “Chapter Review” exercises (**Omit**: “ Thinking Critically,” “Activities & Projects,” & “Discovering Through Reading”).
- Complete two activities from the “Activities and Projects” sections in Chapters 1-17. Use Writing Rubric Exp. CP for writing activities **or**
- Complete two teacher generated activities, approved by the site administrator.

D. *Prentice Hall- Biology*, Part I (5.0 credits)

- Read: Chapters 1- 20.
- Complete: “Section Assessment” exercises (**Omit**: Critical Thinking).
- Complete: “Chapter Assessment” exercises (**Omit**: Critical Thinking).
- Complete **any two** of the following activities from Chapters 1-20:
 - a. “Quick-Lab” activity
 - b. “Performance-based Assessment” exercise
 - c. “Go Further” activity
- **Or** complete two teacher-generated activities, approved by the site administrator. Use Writing Rubric Exp. CP for writing activities.

E. *Biology: The Dynamics of Life*, Part I (5.0 credits)

- Read: Chapters 1- 20.
- Complete: “Understanding Main Ideas” sections in all “Section Assessments.”
- Complete: “Chapter Assessment” exercises (**Omit**: “Thinking Critically”)
- Complete two of the Extension Activities listed below under *Glencoe Biology*.

BIOLOGY/LIFE SCIENCE A

II. Extension Activity Options:

- A. 1. Using the Internet, go to www.google.com and conduct research on one of the following topics related to Biology:

1. The Muscular System
2. The Skeletal System
3. The Circulatory System

Write a 1-page essay based on your research. Use Writing Rubric Exp. HS.

2. Complete a 10-slide PowerPoint presentation illustrating the name, function, and location of 10 muscles in the human body. Include a Title/Cover page in your presentation.
3. Complete one of the “Using Computers” or “Mini LAB” activities from Chapter 1-13.
4. Teacher generated activity, approved by the site administrator.

B. *Glencoe Biology*:

1. Use the Internet or library to research Katherine Esau and Judith Croxdale, two of the most famous female American botanists. Write a 2-page essay based upon your research comparing the work of these women. Use Writing Rubric Exp CP.
2. Conduct research on a topic of interest from Chapters 1-20. Write a 2-page essay or prepare a 15-20-slide PowerPoint presentation on your subject of choice. For the writing assignment, use Writing Rubric Exp. CP.
3. Use the PBS website (WWW.PBS.Org) to research information on how science works in solving a problem (the scientific process/methods). Write a 2-page essay, or create a 7-10 slide PowerPoint presentation based upon your research. If you choose to write the essay, use Writing Rubric Exp CP.
4. Complete **two** of the “Skill Review” activities in the “Section Assessments” from Chapters 1-20.
5. Teacher generated activity, approved by the administrator.

III. Evaluation

- See your teacher for a unit test.
- All Writing assignments must meet the proficient level of the rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.

BIOLOGY/LIFE SCIENCE B
Course Outline: 4304

I. Textbook Assignment Options:

A. *Glencoe Life Science, Part II (5.0 credits)*

- Read: Chapters 14-27.
- Complete: “Chapter Review” exercises (**Omit:** “Developing Skills” & “Performance Assessment”).
- Complete one of the Extension Activities listed below.

B. *Science Insights: Exploring Living Things, Part II (1.0-5.0 credits:* direct instruction or course contract)

C. *Holt Biology: Visualizing Life, Part II (5.0 credits)*

- Read: Chapters 18-35.
- Complete: all “Section Review” exercises.
- Complete: “Chapter Review” exercises (**Omit:** “Thinking Critically,” “Activities & Projects,” & “Discovering Through Reading”).
- Complete two activities from the “Activities and Projects” sections in Chapters 18-35. Use Writing Rubric Exp. CP for writing activities **or**
- Complete two teacher generated activities, approved by the site administrator.

D. *Prentice Hall- Biology, Part II (5.0 credits)*

- Read: Chapters 21-40.
- Complete: “Section Assessment” exercises (**Omit:** Critical Thinking).
- Complete: “Chapter Assessment” exercises (**Omit:** Critical Thinking).
- Complete **any two** of the following activities from Chapters 1-20:
 - a. “Quick-Lab” activity
 - b. “Performance-based Assessment” exercise
 - c. “Go Further” activity
- **Or** complete two teacher-generated activities, approved by the site administrator. Use Writing Rubric Exp. CP for writing activities.

E. *Biology: The Dynamics of Life, Part II (5.0 credits)*

- Read: Chapters 21-39.
- Complete: “Understanding Main Ideas” sections in all “Section Assessments.”
- Complete: “Chapter Assessment” exercises (**Omit:** “Thinking Critically”)
- Complete two of the Extension Activities listed below under *Glencoe Biology*.

BIOLOGY/LIFE SCIENCE B

II. Extension Activity Options:

- A. 1. Using the Internet, research one of the following topics and write a one-page essay. Use Writing Rubric Exp. HS.
 - a. Acupuncture and how it works
 - b. Pesticides and how overusing them can cause resistance in an insect population.
 - c. Various kinds of upper respiratory allergies: choose 2 kinds of allergies common in Bakersfield and how they are combated.
 - d. Recycling: find at least 3 creative ways to use trash.
2. Complete a PowerPoint presentation of at least 10 slides showing a food web, which includes various food chains. Include a complete and informative model of complex feeding relationships in a community.
3. Use the Internet to research the American Red Cross. Write one-page essay about receiving and donating blood, or create a 10-slide PowerPoint presentation based upon your research. Cite two sources and, for the essay, use Writing Rubric Exp. HS.
4. Teacher generated activity, approved by the site administrator.

B. *Glencoe Biology*:

1. Use the Internet or library to research John Henry Comstock and Mary Murtfeldt, two well-known entomologists. Write a 2-page essay based upon their research comparing the work of these two famous scientists. Use Writing Rubric Exp CP.
2. Select an endangered species and conduct research on your choice. Create a 15-20-slide PowerPoint presentation or write a 2-page essay based upon your research. Include colorful descriptions of its habitat, and social behavior: For the writing activity, use Writing Rubric Exp CP.
3. Complete **two** of the “Skill Review” exercises in “Section Assessments” from Chapters 18-25 in the textbook.
4. Teacher generated activity, approved by the administrator.

III. Evaluation

- See your teacher for a unit test.
- All Writing assignments must meet the proficient level of the rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.

COLLEGE PREP BIOLOGY/LIFE SCIENCE A
Course Outline: 4353

I. Textbook Assignment Options:

A. *Holt Biology: Visualizing Life*, Part I (5.0 credits)

- Read: Chapters 1- 17.
- Complete: all “Section Review” exercises.
- Complete: “Chapter Review” exercises (**Omit:** “ Thinking Critically,” “Activities & Projects,” & “Discovering Through Reading”).
- Complete two activities from the “Activities and Projects” sections in Chapters 1-17. Use Writing Rubric Exp. CP for writing activities **or**
- Complete two teacher generated activities, approved by the site administrator.
- Complete all lab assignments as directed by the teacher.

B. *Prentice Hall Biology*, Part I (5.0 credits)

- Read: Chapters 1- 20.
- Complete: “Section Assessment” exercises (**Omit:** Critical Thinking).
- Complete: “Chapter Assessment” exercises (**Omit:** Critical Thinking).
- Complete **any two** of the following activities from Chapters 1-20:
 - a. “Quick-Lab” activity
 - b. “Performance-based Assessment” exercise
 - c. “Go Further” activity
- **Or** complete two teacher-generated activities, approved by the site administrator. Use Writing Rubric Exp. CP for writing activities.
- Complete all lab assignments as directed by the teacher.

C. *Biology: The Dynamics of Life*, Part I (5.0 credits)

- Read: Chapters 1- 20.
- Complete: “Understanding Main Ideas” sections in all “Section Assessments.”
- Complete: “Chapter Assessment” exercises (**Omit:** “Thinking Critically”)
- Complete two of the Extension Activities listed below under *Glencoe Biology*.
- Complete all lab assignments as directed by the teacher.

II. Extension Activity Options *Glencoe Biology*:

1. Use the Internet or library to research Katherine Esau and Judith Croxdale, two of the most famous female American botanists. Write a 2-page essay based upon your research comparing the work of these women. Use Writing Rubric Exp CP.
2. Conduct research on a topic of interest from Chapters 1-20. Write a 2-page essay or prepare a 15-20-slide PowerPoint presentation on your subject of choice. For the writing assignment, use Writing Rubric Exp. CP.

COLLEGE PREP BIOLOGY A

3. Use the PBS website (WWW.PBS.Org) to research information on how science works in solving a problem (the scientific process/methods). Write a 2-page essay, or create a 7-10 slide PowerPoint presentation based upon your research. If you choose to write the essay, use Writing Rubric Exp CP.
4. Complete **two** of the “Skill Review” activities in the “Section Assessments” from Chapters 1-20.
5. Teacher generated activity, approved by the administrator.

III. Evaluation

- See your teacher for a unit test.
- All Writing assignments must meet the proficient level of the rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.

COLLEGE PREP BIOLOGY/LIFE SCIENCE B
Course Outline: 4354

I. Textbook Assignment Options:

A. *Holt Biology: Visualizing Life*, Part II (5.0 credits)

- Read: Chapters 18-35.
- Complete: all “Section Review” exercises.
- Complete: “Chapter Review” exercises (**Omit:** “ Thinking Critically,” “Activities & Projects,” & “Discovering Through Reading”). 1-17. Use Writing Rubric Exp. CP for writing activities **or**
- Complete two teacher generated activities, approved by the site administrator.
- Complete all lab assignments as directed by the teacher.

B. *Prentice Hall Biology*, Part II (5.0 credits)

- Read: Chapters 21-40.
- Complete: “Section Assessment” exercises (**Omit:** Critical Thinking).
- Complete: “Chapter Assessment” exercises (**Omit:** Critical Thinking).
- Complete **any two** of the following activities from Chapters 1-20:
 - a. “Quick-Lab” activity
 - b. “Performance-based Assessment” exercise
 - c. “Go Further” activity
- **Or** complete two teacher-generated activities, approved by the site administrator. Use Writing Rubric Exp. CP for writing activities.
- Complete all lab assignments as directed by the teacher.

C. *Biology: The Dynamics of Life*, Part II (5.0 credits)

- Read: Chapters 21-39.
- Complete: “Understanding Main Ideas” sections in all “Section Assessments.”
- Complete two of the Extension Activities listed below under *Glencoe Biology*.
- Complete all lab assignments as directed by the teacher.

II. Extension Activity Options: *Glencoe Biology*

1. Use the Internet or library to research John Henry Comstock and Mary Murtfeldt, two well-known entomologists. Write a 2-page essay based upon their research comparing the work of these two famous scientists. Use Writing Rubric Exp CP.
2. Select an endangered species and conduct research on your choice. Create a 15-20-slide PowerPoint presentation or write a 2-page essay based upon your research. Include colorful descriptions of its habitat, and social behavior: For the writing activity, use Writing Rubric Exp CP.
3. Complete **two** of the “Skill Review” exercises in “Section Assessments” from Chapters 18-25 in the textbook.
4. Teacher generated activity, approved by the administrator.

COLLEGE PREP BIOLOGY/LIFE SCIENCE B

III. Evaluation

- See your teacher for a unit test.
- All Writing assignments must meet the proficient level of the rubric provided by the teacher.
- All textbook work must meet 70% accuracy level for a “C” grade.