

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Advanced Biology Honors
Course Number: 00317
Course Prerequisites: Proficient or Advanced score on Biology Keystone Exam

Course Description: Advanced Biology Honors is highly recommended for students who desire to attend college and/or pursue a career in a biological field. The main approach to the course is at the molecular level with an emphasis on biodiversity, systematics, and ecology. Additional focus is placed on biochemistry, cells, genetics, and evolution. The viruses and major phyla of living things are studied in depth. Final assessment required.

Suggested Grade Level: Grades 10-12

Length of Course: Two Semesters

Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 32-Biology

To find the CSPG information, go to <https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx>

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Honors & Dual Enrollment (1) GPA +5%

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 03052

To find the State Course Code, go to <https://nces.ed.gov/forum/sced.asp>, download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Campbell Biology Concepts & Connections 9th edition
Publisher: Pearson
ISBN #: 978-0-13-465340-2
Copyright Date: 2018
WCSD Board Approval Date: May 14, 2018

Supplemental Materials: online resources

Curriculum Document

WCSD Board Approval:

Date Finalized: 2/28/2018
Date Approved: 5/14/2018
Implementation Year: 2018-2019

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Explain how evolutionary relationships are important in classification.	BIO.B.3.2.1	Choose an item. August
Construct a cladogram.	BIO.B.3.2.1	Choose an item. August
Pre-reading for comprehension of textbook content and lab procedures.	RST.11.1 RST.11.2 RST.11.3 RST.11.4 RST.11.5 RST.11.8	August May
Describe the basic structure of a virus.	BIO.A.1.1.1	Choose an item. September
Explain how viruses cause disease.	BIO.A.1.1.1	Choose an item. September
Describe the structural features of the major groups of bacteria.	BIO.A.1.1.1	Choose an item. September
Explain how bacteria benefit the ecosystem.	BIO.A.1.1.1	Choose an item. September
Explain how some bacteria cause disease.	BIO.A.1.1.1	Choose an item. September
Express content comprehension through various writing prompts.	WHST.11-12.1.d WHST.11-12.2.e	September May
Describe the structural features and life cycles of the major groups of protists.	BIO.A.4.2	Choose an item. October
Identify several protists that cause disease.	BIO.A.4.2	Choose an item. October
Explain how the human immune system functions.	BIO.A.4.2	Choose an item. October

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Describe the structural features of the major groups of fungi	BIO.A.4.2.1	Choose an item. November
Describe the life cycles of the major groups of fungi	BIO.A.4.2.1	Choose an item. November
Explain the role of fungi in the ecosystem.	BIO.A.4.2.1	Choose an item. November
Explain how fungi can cause disease in plants and animals.	BIO.A.4.2.1	Choose an item. November
Describe how plants have adapted to life on land.	BIO.A.1.2	Choose an item. December
Explain the alternation of generations life cycle.	BIO.A.4.2	Choose an item. December
Explain how plants take up and transport nutrients.	BIO.A.4.1	Choose an item. December
Explain how primary and secondary growth occur.	BIO.A.4.2	Choose an item. December
Explain how plant hormones regulate growth responses.	BIO.A.4.2.1	Choose an item. January
Describe the structural features of the major groups of animals.	BIO.A.1.2	February March
Describe the life cycles of the major groups of animals.	BIO.A.1.2	February March
Explain how digestion, respiration, circulation, excretion, response, movement and reproduction occur in the major groups of animals.	BIO.A.4.2	February March
Describe how populations change.	BIO.B.4.2.5	April May
Explain the structural features of communities, such as competition, predation, and symbioses lead to diverse adaptations in organisms.	BIO.B.4.2.4	April May
Explain ecosystem dynamics such as energy flow and nutrient cycling.	BIO.B.4.2.3	April May
Differentiate between different types of learning in animal populations.	BIO.B.4.1.1	April May
Explain how social behavior benefits animal populations.	BIO.B.4.2.5	April May

WARREN COUNTY SCHOOL DISTRICT

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ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Labs, projects, posters, presentations, etc.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Teacher created tests, quizzes, etc.