TO:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Per:\_\_\_\_\_

**FROM: Mr. Rapin**

**RE: 2018/2019 AP Biology summer assignment**

I am looking forward to having you in AP Biology/CHS Bio 160/211 next year! Due to the intensive reading involved in this class (40 chapters!) the following assignment is given to make the reading during the academic year a little more manageable. Please check out the following textbook at the Library before leaving for summer break.

1. [*Campbell BIOLOGY in Focus*](http://www.pearsonschool.com/index.cfm?locator=PS1lMk&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=811&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=23496&PMDbProgramID=145901)
2. *Cliffs: AP Biology*- Not needed for summer assignment and will be checked out when school starts.

There is a PDF of these chapters posted on the AP Biology Website homepage as well.

* <http://mshsapbiology.weebly.com/summer-assignment>

I look forward to working with you and your genome next year! See you August 29.- Mr. Rapin

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**AP Biology- Summer Assignment- due 8/29 (beginning of the period)**

**Text (*Biology In Focus* -Campbells-)**

**Chapters 1, and 2. (Pages 1-39)**

* **1.1-1.5-Introduction-**
* **2.1-2.4- The Chemical Context of Life**

***Serengeti Rules*- Take Cornell- style notes for**

* **Introduction: Miracles and Wonders**
* **Chapter 7: Serengeti Logic**
* **Chapter 8: Another Kind of Cancer**

**AP Biology Chapter Review Notebook**

Your Chapter Review Notebook is intended to help you to:

1. **develop an enduring conceptual understanding of this subject and develop proficiency in key science practices.**
2. **develop essential study skills which will lead to better understand the content and to self-assess your understanding of this content.**
3. **develop your metacognitive skills (knowledge of your own thoughts and the factors that influence your thinking) including your reflective thinking skills.**
4. **further hone your skills in scientific inquiry and reasoning.**
5. **explore and identifying practical applications of this knowledge.**
6. **review at the end of the year for the AP Biology Exam.**
7. **communicate your thinking and understanding of this subject to your teacher.**
8. **document and demonstrate your growth throughout the course.**

**AP Biology Chapter Review Notebook Guidelines**

**Format and Organization of your Chapter Review Notebook – for reading assignments for Campbell: Biology In Focus and AP Biology Cliffs Notes**

**Notebook format:**

* Personalize the outer cover of your AP Biology notebook (use drawings or other images) - try to relate it to this subject:).
* Set up your table of contents are on first four pages (front and back)
* Place this notebook guideline on the front cover as an easy reference to make sure all notebook elements are included.
* Number pages - start on page six and start numbering the pages in the lower right corner for odd pages and lower left-hand side for even-numbered pages.
* If/when you make a mistake just cross out the ~~mistake~~ with a single line.
* Alternative- Some students complete their chapter reviews with a word processor and tape their chapter reviews in their science notebook.
* No loose pages please!
* Some students have a template that they use for setting up their chapter reviews.
* For some examples of templates used by former students follow this link: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter Review**

**Step 1: Organize your chapter review notebook by chapter**, begin by writing out the chapter name and number. Begin each new chapter on the right-hand page ***and*** in be sure to include it in your table of contents). (2 pts.)

**Step 2: Write what you know about this subject**. Be sure to include any direct or indirect experiences or knowledge you have that relates to the main topics in the chapter. (2 points).

**Note taking: Use a structured note taking strategy for the assigned readings such as Cornell notes or the SQ3R note-taking methods (no bullets!!) – for an overview of these note-taking strategies click on the** “Class Procedure” tab of the course Weebly site**.**

**Step 3: Survey the chapter**. Skim the introduction, read the headings in the chapter, look at visuals (we are visual learners you know!), notice how many pages of reading for that section to help you pace yourself, read the *Key Concepts* section at the beginning of the chapter and the *Summary of Key Concepts* at the end of the chapter, and notice unique things about the chapter (such as charts, graphs and special sections offset from the main text).

**Step 4:** **Vocabulary Definitions:-** for this section list all boldfaced vocabulary terms or terms encountered in the reading section that you do not know and provide an accurate definition. Some of you have asked about using the Quizlet (or a similar) app. to help you study. When the chapter review is due, send me a link to your vocabulary to get credit for that section. The expectation here is that you are looking up and learning all of the term definitions you do not know. (5 points).

**Step 5: Set up your own goals and purpose for the reading section** by turning the headings and subheadings into questions. The questions may address the “who”, “what”, “when”, “where”, and “why” of the passage you will read. Use logical questions!

**Step 6: (R)ead each assigned section and look for the answers to your specific questions**- write down key information and add extra questions to your list that you deem essential or key to your understanding of the reading passage. Include specific questions you have that you might want to ask in class.(15 points).

**Step 7: (R)ecite the questions that you set up and the answers to those** questions that you found in the reading section. For this part- repeat your question out loud, answer the question in your own words and make sure you understand the answer. If not look further or ask for help.

**Step 8:** **Answer Concept Checks: One unique attribute of this text is that it provides you with reading comprehension and application questions for each section.** These are the Concept Check questions.Just write out the Concept Check number before each response. Write out complete, but concise answers. If you do not know the answer, reread the section for that question and if you still do not know what the answer is for that question check for the answer in the Appendix A section of your text which starts on page 907. Look at the suggested answers only **after** you have committed yourself to an answer☺. The purpose of this exercise is for you to think about what you just read and that you understand what you just read. (1 pt./CC).

**Step 9: Include drawings (not printed off copies) of** **important diagrams, and equations** for that chapter/section. Include the “Draw It” elements for that section. (3 pt.)

**Step 10: In your own words explain how this knowledge is being used and applied**. This could be existing or potential applications. (2 pts.).

**Step 11: Write the Big Idea(s) that you think connect to this chapter**? In class we discussed the four “Big Ideas” which encompass the core scientific principles, theories, and processes governing living organisms and biological systems. Briefly identify the big idea or ideas that connect to this chapter and explain how they are connected to this chapter. (1 pt.)

**Step 12 (R) eview the entire chapter**. That is reread your questions, answer the question without referring to the reading section in your own words. If stuck review the answers written in your notes. Re read the “Summary of Key Concepts” at the end of each chapter, find the red “?” symbol and try to answer these comprehensive questions.

**Step 13: Test Your Understanding** (10 points):

**Answer the Level I, II and III level thinking questions (think “Bloom’s taxonomy of cognitive complexity” for each of these levels of thinking)**

**To set this part up:**

* **Write the page number and head the section Test Your Understanding- use the headings- level I, II and III.**
* **Answer these sections. Check in appendix A for the publisher’s recommended answers.**
* **Correct your answers. Use a different colored pen or pencil to show which questions you missed. Write in the correct answer.**

**Step 14: Reflect and evaluate your understanding of content**. At this point evaluate your understanding of the material you just read. Identify questions you still have relative to the content you had just read as well as questions (or ideas) that came up as you were reading the chapter. Reflect on your understanding at the beginning of this chapter with what you know now. Are there still areas you need to work on to understand them more? (2 pts.)

***Starting Chapter 3-***

***Cliffs Notes*** (10 points if scored/7 points if not scored)***:***

***Step 1: Read the assigned section of the Cliffs note.*** These sections should parallel the readings from Campbell.

***Step 2: Complete the end of section Review Questions (no peeking :).*** Do the Multiple choice section, and **Short** answer FRQ’s.

***Step 3: In a different colored ink show evidence of corrections for that assigned reading***. Look over questions or items that you missed and try to figure out why you missed that item and **write the correct answer** next to yours. Record the total number of answers you got correct out of the total questions possible.

**Procedure for Turning in your Chapter Reviews**

When turning in your notebook be sure to mark the beginning of the section of your notebook to be scored (rubber band, bookmark, Post-it, paperclip etc. and attach a Chapter Review Evaluation Rubric Form to that page. A template for this rubric is on the Class Weebly site. Click on the “Class Procedure” tab and the Chapter Review page.

Plagiarism is not an accepted practice!! Chapter reviews that are identical will result in a 0 for all students involved in this practice and will go on their discipline record. Just don’t go there. I am aware of Course Hero☺