



## Syllabus Development: Biology

As you proceed through the Syllabus Development Worksheet, you may use the template below to confirm evidence within your existing syllabus and/or to describe additional information **you intend to include in your syllabus to demonstrate how the requirement is met.**

1. Review the information provided in the Syllabus Development Guide for each Curricular Requirement or Scoring Component.
2. Use the Evaluation Guidelines to determine the level of detail needed to meet the Curricular Requirement or Scoring Component in its entirety.
3. Add a brief description to indicate how your syllabus currently meets the requirements or what you intend to include to ensure that the requirement is met.

### Example

<b>Curricular Requirement 5</b>	The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate citizens.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity requiring students to connect their biological and scientific knowledge to understand social or ethical issues.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	
<i>The course outline includes biological topics with ethical and social issues such as genetic diseases, global warming, or the release of genetically modified organisms, and includes an activity where students debate the evidence of human causation of climate change.</i>	

<b>Curricular Requirement 1</b>	Students and teachers use a recently published (within the last 10 years) college-level biology textbook.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> cite the title, author, and publication date of a college-level textbook. The primary course textbook must be published within the last 10 years.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 2</b>	The course is structured around the enduring understandings within the big ideas as described in the AP Biology Curriculum Framework.
<b>Evaluation Guideline(s)</b>	The syllabus must demonstrate how the course is structured around the enduring understandings in each of the big ideas as described in the Curriculum Framework. While all four big ideas need to be explicit, each of the enduring understandings does not need to be specifically listed.
<b>Key Term(s)</b>	<b>Big Ideas:</b> Encompass the core scientific principles, theories, and processes governing living organisms and biological systems.  <b>Enduring Understandings:</b> Incorporate the core concepts that students should retain from the learning experience.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 3</b>	Students have opportunities to connect the AP Biology enduring understandings within each of the AP Biology big ideas to at least one other AP Biology big idea.
<b>Scoring Component 3a</b>	Students connect the enduring understandings within Big Idea 1 (the process of evolution drives the diversity and unity of life) to at least one other big idea.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity requiring students to connect one enduring understanding within Big Idea 1 to another big idea.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Scoring Component 3b</b>	Students connect the enduring understandings within Big Idea 2 (biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis) to at least one other big idea.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity requiring students to connect one enduring understanding within Big Idea 2 to another big idea.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Scoring Component 3c</b>	Students connect the enduring understandings within Big Idea 3 (living systems store, retrieve, transmit, and respond to information essential to life processes) to at least one other big idea.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity requiring students to connect one enduring understanding within Big Idea 3 to another big idea.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Scoring Component 3d</b>	Students connect the enduring understandings within Big Idea 4 (biological systems interact and these systems and their interactions possess complex properties) to at least one other big idea.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity requiring students to connect one enduring understanding within Big Idea 4 to another big idea.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 4</b>	Students are provided with opportunities to meet the learning objectives in the AP Biology Curriculum Framework within each of the big ideas. These opportunities must occur in addition to those within laboratory investigations.
<b>Scoring Component 4a</b>	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 1.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity outside of the laboratory investigations designed to meet one learning objective within Big Idea 1.
<b>Key Term(s)</b>	<b>Learning Objectives:</b> Provide clear and detailed articulation of what students should know and be able to do.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	
<b>Scoring Component 4b</b>	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 2.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity outside of the laboratory investigations designed to meet one learning objective within Big Idea 2.
<b>Key Term(s)</b>	<b>Learning Objectives:</b> Provide clear and detailed articulation of what students should know and be able to do.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Scoring Component 4c</b>	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 3.
<b>Evaluation Guideline(s)</b>	The syllabus must describe at least one assignment or activity outside of the laboratory investigations designed to meet one learning objective within Big Idea 3.
<b>Key Term(s)</b>	<b>Learning Objectives:</b> Provide clear and detailed articulation of what students should know and be able to do.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Scoring Component 4d</b>	The course provides students with opportunities outside of the laboratory investigations to meet the learning objectives within Big Idea 4.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity outside of the laboratory investigations designed to meet one learning objective within Big Idea 4.
<b>Key Term(s)</b>	<b>Learning Objectives:</b> Provide clear and detailed articulation of what students should know and be able to do.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 5</b>	The course provides students with opportunities to connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate citizens.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe at least one assignment or activity requiring students to connect their biological and scientific knowledge to understand social or ethical issues.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 6</b>	The student-directed laboratory investigations used throughout the course allow students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> include and describe, for each of the four big ideas, at least two laboratory experiences that emphasize student-directed investigations for a minimum of eight labs.  Descriptions of the investigations <b>must</b> indicate how, collectively, the lab experiences provide students opportunities to apply all seven science practices. (It is not required that all seven practices be included within any one laboratory investigation.)
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 7</b>	Students are provided the opportunity to engage in investigative laboratory work integrated throughout the course for a minimum of 25 percent of instructional time.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> include an explicit statement that at least 25 percent of instructional time is spent in laboratory experiences.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	

<b>Curricular Requirement 8</b>	The course provides opportunities for students to develop and record evidence of their verbal, written, and graphic communication skills through laboratory reports, summaries of literature or scientific investigations, and oral, written, or graphic presentations.
<b>Evaluation Guideline(s)</b>	The syllabus <b>must</b> describe how students report on all the laboratory investigations they engage in throughout the course.
<b>Briefly describe how your syllabus meets the requirement or what you intend to include to demonstrate how the requirement is met:</b>	