# Pre-AP Biology Instructional Planning Guide

This planning guide is designed to help you create a roadmap of the key instructional activities and assessments you will use   
to design your course in alignment with the Pre-AP course framework and instructional principles. Please view this document as   
a template you can adapt and refine as you implement the Pre-AP model lessons and assessments in concert with your own resources.   
You are encouraged to customize it by incorporating your own resources that further support student learning based on your individual   
students’ needs, and your school, district, and state requirements.

**Using and Customizing the Instructional Planning Guide:**

* This template is organized by the four core units of the Pre-AP course. You can customize the *Date(s)* column with single dates,   
  date ranges, weeks, or other time measurements that make sense for your setting.
* Some useful planning documents include your Pre-AP teacher resources and standards crosswalk (where available).   
  Detailed planning information is captured in the course map and unit overviews found in your teacher resources.
* This template has room to include the Pre-AP performance assessments and learning checkpoints, as well as any   
  Pre-AP model lessons and additional materials you plan to use.
* Consider using this tool to plan collaboratively with your peers.
* When planning additional lessons, consider how they support the Pre-AP course framework, areas of focus, and shared principles.   
  These three elements represent the key ingredients of aligning to Pre-AP.
* Take time to capture your reflections as you move through the course.

## Unit 1 Ecological Systems

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **Essential Knowledge** | **State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | ECO 1  Cycling of Matter in the Biosphere |  |  |  |  |  |
|  |  | ECO 2  Population Dynamics |  |  |  |  |  |
|  |  | ECO 1, ECO 2 | **Learning Checkpoint 1**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | ECO 3  Defining Ecological Communities |  |  |  |  |  |
|  |  | ECO 4  Ecological Community Dynamics |  |  |  |  |  |
|  |  | ECO 5  Changes in Ecological Communities |  |  |  |  |  |
|  |  | ECO 3–5 | **Learning Checkpoint 2**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | ECO 1–5 | **Performance Task** Exploring Species Interactions in the Great Barrier Reef  *This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 2 Evolution

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **Essential Knowledge** | **State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | EVO 1  Patterns of Evolution |  |  |  |  |  |
|  |  | EVO 2  Mechanisms of Evolution |  |  |  |  |  |
|  |  | EVO 1, EVO 2 | **Learning Checkpoint 1**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | EVO 3  Speciation |  |  |  |  |  |
|  |  | EVO 3 | **Learning Checkpoint 2**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | EVO 1–3 | **Performance Task**  The Flashy Guppy Data Analysis  *This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 3 Cellular Systems

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **Essential Knowledge** | **State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | CELLS 1  Chemistry of Life |  |  |  |  |  |
|  |  | CELLS 2  Cell Structure and Function |  |  |  |  |  |
|  |  | CELLS 3  Cell Transport and Homeostasis |  |  |  |  |  |
|  |  | CELLS 4  Organisms Maintaining Homeostasis |  |  |  |  |  |
|  |  | CELLS 1–4 | **Learning Checkpoint 1**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | CELLS 5  Cell Growth and Division |  |  |  |  |  |
|  |  | CELLS 6  Photosynthesis |  |  |  |  |  |
|  |  | CELLS 7  Cellular Respiration and Fermentation |  |  |  |  |  |
|  |  | CELLS 5–7 | **Learning Checkpoint 2**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | CELLS 1–7 | **Performance Task** Elodea Experiment  *This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?

## Unit 4 Genetics

| **Planned Date(s)** | **Actual Date(s)** | **Key Concepts** | **Materials/Resources/Tasks**  *Pre-AP Model Lessons, Additional Lessons, Labs, Textbooks, Performance Tasks, Assessments* | **Learning Objectives** | **Essential Knowledge** | **State Standards** | **Reflections on  Areas of Focus & Shared Principles** |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | GEN 1  Structure of DNA |  |  |  |  |  |
|  |  | GEN 2  DNA Synthesis |  |  |  |  |  |
|  |  | GEN 3  Protein Synthesis |  |  |  |  |  |
|  |  | GEN 1–3 | **Learning Checkpoint 1**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | GEN 4  Asexual and Sexual Passing of Traits |  |  |  |  |  |
|  |  | GEN 5  Inheritance Patterns |  |  |  |  |  |
|  |  | GEN 6  Biotechnology |  |  |  |  |  |
|  |  | GEN 4–6 | **Learning Checkpoint 2**  *This learning checkpoint can assess any of the learning objectives from its associated Key Concepts.* |  |  |  |  |
|  |  | GEN 1–6 | **Performance Task**  Modeling Pigeon Trait Inheritance  *This performance task assesses learning objectives and essential knowledge statements addressed in the unit.* |  |  |  |  |

[add or remove rows as needed]

### Reflections

What went well in this unit?

When were students most engaged during this unit?

How have students grown? What opportunities for growth stand out at this time?

What needs modification or differentiation next time?