

## AP Biology: Remote Learning Calendar

Progression	Topics	Practice	Resources
Week 1: 4/1 - 4/3			
Day 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome Back Video from teacher</li> <li><input type="checkbox"/> What are your technology needs and preferences?</li> <li><input type="checkbox"/> Review notes from Chapter 17</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch "<a href="#">Welcome back</a>" message from teacher (short video) in your google classrooms</li> <li><input type="checkbox"/> Fill in <a href="#">Remote Check in</a> survey</li> <li><input type="checkbox"/> Review notes from chapter 17 in your textbook (November 5th on the classroom)</li> </ul>	Talk to someone about what you learned by reviewing your chapter 17 notes..
Day 2	<b>Guiding Question: What do we know about the coronavirus?</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Please watch this recorded <a href="#">zoom meeting</a> at UCSD Med School by Dr. Robert Schooley.</li> </ul>	Talk to someone about what you learned by watching this lecture.
Day 3	<b>Guiding Question:</b> How are viruses infectious agents that can make us sick?	<p>Connect your notes from chapter 17 and what you learned from watching the zoom meeting by answering these two questions:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Explain and describe the life cycle of the coronavirus.</li> <li><input type="checkbox"/> 2. Why do you think the normal human immune response is a fever. Why is the fever response useful, within limits?</li> </ul>	Talk to someone about what you learned by connecting the notes from chapter 17 and by watching the lecture.
Week 2: 4/6 - 4/10	<p style="text-align: center;"><b>Developing Understandings</b></p> <p><b>Unit 1: The Chemistry of Life</b></p> <p>This first unit sets the foundation for students to understand the chemical basis of life, which is needed for mastery of future areas of focus and provides students with a survey of the elements necessary for carbon-based systems to function. Students learn that water and the properties of water play a vital role in the survival of individuals and biological systems. They also learn that living systems exist in a highly complex organization that requires input of energy and the exchange of macromolecules. This unit also addresses in detail how and in what conformations molecules called monomers bond together to form polymers. The structure of</p>		

	<b>Unit 2: Cell Structure and Function</b> <p>The cell is the basic unit of life. Cells contribute to the organization of life and provide the environment in which organelles function. Organelles in turn provide compartmentalization and organize cellular products for dispersal and waste for disposal. Cells have membranes that allow them to establish and maintain an internal environment. These membranes also control the exchange of material with the cell's external environment—an important, foundational concept. The maintenance of the internal and external conditions of a cell is called homeostasis. Student understanding of these concepts will be necessary in later units when the focus of instruction shifts to cellular products and by-products and when students learn why cellular exchange of energy and materials matters.</p>		
Day	Enduring Understandings	Topics	Suggested Skills Learned
Day 4 4/6 - Monday	<b>Systems Interactions (SYI) - 1.1:</b> How would living systems function without the polarity of the water molecule?	<a href="#">1.0 Chemistry of Life</a>  <a href="#">1.1 Structure of Water and Hydrogen Bonding</a>	1.1 - 1.3: Describe characteristics of a biological concept, process, or model represented visually.
Day 5 4/7 - Tuesday	<b>Energetics (ENE) - 1.1:</b> What is the role of energy in the making and breaking of polymers?  <b>Systems Interactions (SYI) - 1.1:</b> How would living systems function without the polarity of the water molecule?	1.2 Elements of Life  1.3 Introduction to Biological Macromolecules	1.1 - 1.3: Describe characteristics of a biological concept, process, or model represented visually.
Day 6 4/8 - Wednesday	<b>Systems Interactions (SYI) - 1.1:</b> How would living systems function without the polarity of the water molecule?	1.4 Properties of Biological Macromolecules  1.5 Structure and Function of Biological Macromolecules	1.4: Describe biological concepts and/or processes.  1.5: Predict the causes or effects of a change in, or disruption to, one or more components in a biological system based on a visual representation of a biological concept, process, or model.
Day 7 4/9 - Thursday	<b>Information Storage and Transmission (IST) - 1.1:</b> How do living systems transmit information in order to ensure their survival?	1.6 Nucleic Acids  2.0 Cell Structure and Function	1.6: Describe characteristics of a biological concept, process, or model represented visually.

