**AP Biology**

**Chapter Review Notebook Guidelines**

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

**AP Biology Chapter Review Notebook**

Your Chapter Review Notebook is intended to help you:

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.**

**Notebook Organization**

* It is up to you whether you use a 3-ring binder and a word processed document or hand write your chapter reviews in a composition notebook. Use an organization system that works for you.

**Notebook format**

* Personalize the outer cover of your AP Biology notebook (use drawings or other images)- try to relate it to this subject:).
* Place this notebook guideline on the front cover to refer to when doing your chapter reviews.
* No loose pages please
* **Composition notebook guidelines**
	1. It is recommended that you have two composition notebooks to allow you to work ahead on your reviews. Alternate every other chapter review.
	2. Handwriting must be legible- if I can’t read it I can’t evaluate it.
	3. Use blue or black permanent pen.
	4. Set up your table of contents on first four pages (front and back)
	5. 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).
	6. If/when you make a mistake just cross out the ~~mistake~~ with a single line

There are some student exemplars on the AP Biology Weebly site if you want to refer to them.

**Procedure for Turning in your Chapter Reviews**

* Chapter Reviews, unless specified otherwise are due by 4:00PM on Thursday.
* When turning in your notebook be sure to mark the beginning of the section of your notebook to be scored with a rubber band, bookmark, Post-it, etc.

**Chapter Review Evaluation**

* Chapter reviews will be evaluated by Mr. Rapin or peer evaluated each week.
* If there is a major discrepancy between the peer evaluation and the rubric see Mr. Rapin.
* Chapter reviews that are not accurately peer reviewed and can result in a loss of 50% of the points on the peer reviewer’s chapter review.

**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.**

**Chapter Review Elements/Guidelines**

**Before you “read” the chapter *Survey* the chapter**

**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 you have had that relate to the main topics in the chapter. (2 points).

**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, read the *Chapter Review* section, and notice unique things about the chapter (such as charts, graphs and special sections offset from the main text).

**Step 4:** **Vocabulary:** for this section identify all boldfaced vocabulary terms encountered in the reading section **that you do not know (at least 10 terms:)** and provide an accurate definition. Some of you have asked about using the Quizlet (or a similar) app. on your smart phone to help you study. When the chapter review is due, and at a time when I am not preparing or teaching, show me on your phone that you used this alternate technology for your vocabulary and I will stamp off your chapter review vocabulary section. Note cards can be used for this section as well. Alternatively, send me a link or the list of vocabulary that you did- in the subject section of your e-mail include the chapter number for the vocabulary. The expectation here is that you are looking up and learning all of the term definitions you do not know. (5 points).

**Step 5: Use an organized and effective way to take notes for the assigned reading section.**

* Many of you are familiar with using the Cornell note taking format-there are numerous You Tube tutorials for using this method.
* Another effective note-taking method is SQ3R method- an overview of this method is provided below:

**(S) Survey the chapter Write your own**

**(Q) uestions and read to find the answers to your questions 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!

**(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 are essential or key to your understanding of the reading passage. The format for your notes in this section is up to you. One powerful system for taking and organizing your notes is the Cornell note taking system (see class procedure section of AP Biology Weebly web page). Include specific questions you have that you might want to ask.

**(R) ecite the questions that you set up and the answers to those** questions that you found in the reading section.

**(R) epeat** your answer the question in your own words and make sure you understand the answer. If not look further or ask for help.

(15 points for organized notes in non-bulleted format). +1 point for identifying questions you still have.

**Step 6:** **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 in the Campbell text. 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 7: 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 8: In your own words explain how this knowledge is being used and applied**. This could be existing or potential applications. (2 pts.).

**Step 9: 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 10 (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. You might go to the “Summary of Key concepts” section at the end of the chapter and find the red “?” symbols and try to answer these comprehensive questions.

**Step 11: 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 each of 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 12: 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.)

***Cliffs Notes***

***Cliffs note s*** (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.