

The background features a dark blue and black color scheme with abstract data visualization elements. A white line graph with four data points is visible in the upper left. A vertical bar chart with blue bars is partially visible in the center. A large, semi-transparent white L-shaped graphic is positioned in the lower right, framing the title and authors. The text is white and centered within this frame.

# STUDY SKILLS

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What do you remember about high school and studying for an exam?

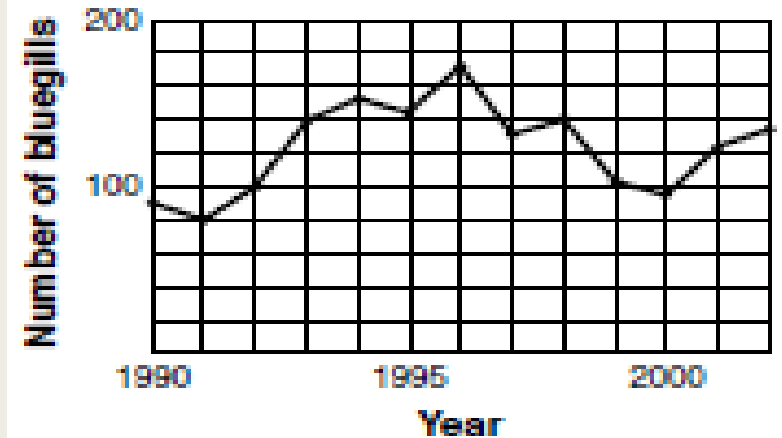
# Summative assessments can be...

- Multiple choice or short answer tests
- Oral exams
- Lab reports
- Essays
- Multimedia presentations
- Reflections of learning

# How are H.S. assessments different then M.S. assessments?

- More information is assessed
- Students need to think critically & apply knowledge to novel scenarios
- Teachers expect more than just recalling facts

**Bluegill Population in Farm Pond  
1990–2002**



According to the data in the graph, during which time period did the overall bluegill population decline?

- A 1990–1993
- B 1993–1996
- C 1996–1999
- D 1999–2002

Teachers want their students to succeed!  
Here are some ways teachers try to help:

- Blackboard
- Google Classroom
- Review Sheets
- Return/after school study sessions
- Suggested YouTube stations or extra practice

# How your student can help themselves

- Check Blackboard/Google Classroom
- Do homework without distractions
- Form study groups with other students
- Ask the teacher for extra help
- Find good YouTube channels that review information
- Use Quizlet or another website to help review
- Go over old quizzes before tests
- Utilize active studying techniques

# How you can help your child succeed

- Create a parent blackboard account
- Encourage students to form study groups and talk to their teachers
- Go over old quizzes with students
- Remind students to study without their phone
- Show students ways they can actively study
- Create a location for your child to study that is free from distractions

# Online class materials: Blackboard

Announcements

AP Biology - Kinne - 2019-2020

- Announcements
- Staff Information
- Syllabus
- Assignments
- Google Classroom
- Discussions
- Information
- Tools
- Course Documents
- Help

## Announcements

*New Announcements appear directly below the repositionable bar. Re positionable bar to pin them to the top of the list and prevent new announcements from appearing. Students do not see the bar and cannot reorder announcements.*

Create Announcement

New announcements appear below this line

**A tip for the lab!**

Posted on: Monday, September 23, 2019

If it asks for temperature, use 20, 21



### 9/16 Agenda & HW

Attached Files:

- PreLab.Osmosis.Diffusion.2018.docx (111.044 KB)
- Lab 1-Osmosis Diffusion 2018.edited.docx (95.551 KB)
- SA.Vol.jpg (105.978 KB)

#### Agenda:

Review (practice questions, go over Cell HW)

#### Quiz

SA:Vol Review on Big Sheet

SA:Vol and Specialization Activity (on GC)

Go over Lab for next class

#### HW:

1. FINISH Pre-Lab! You MUST have this done to start the lab with your group! (Due Wed) \*\*\*also, wear close toed shoes!
2. MKP 7.2 & 7.3 (Due Wed)



# Online class materials: Google Classroom



Biology 1 2019-2020

1st



Stream

Classwork

People

Grades



Create



Google Calendar



Class Drive folder



Day 11 Warm-up on Experimental Design

*Scheduled for Tomorrow, 8...*



Day 10: Review Evidences

Posted Sep 23

# Most kids study by...

- Reading over their notes passively.
- Let's try it out! You have 30 seconds to stare at the list of words on the next page – your goal is to try to remember them.



Pencil

Whale

Eraser

Tuna

Notebook

Shark

Pen

Binder

Walrus

Penguin

Paper

Paper  
clip

Dolphin

Stapler

Seal

# Were you successful?

- Write down the words you remember – how did you do?

# Let's try active studying.

- Look at the words – what categories do they fit into?
- Add those categories to the top of a piece of paper.
- Take 30 seconds to group the words into categories.



Horse

Chicken

Plate

Hyena

Cup

Zebra

Spoon

Spatula

Lion

Turkey

Fork

Cow

Pig

Giraffe

Bowl

# Were you successful?

- Write down the words you remember – how did you do?

# What helped?

- Brainstorming in groups
- Classifying information into your own schema
- Actively writing down the information



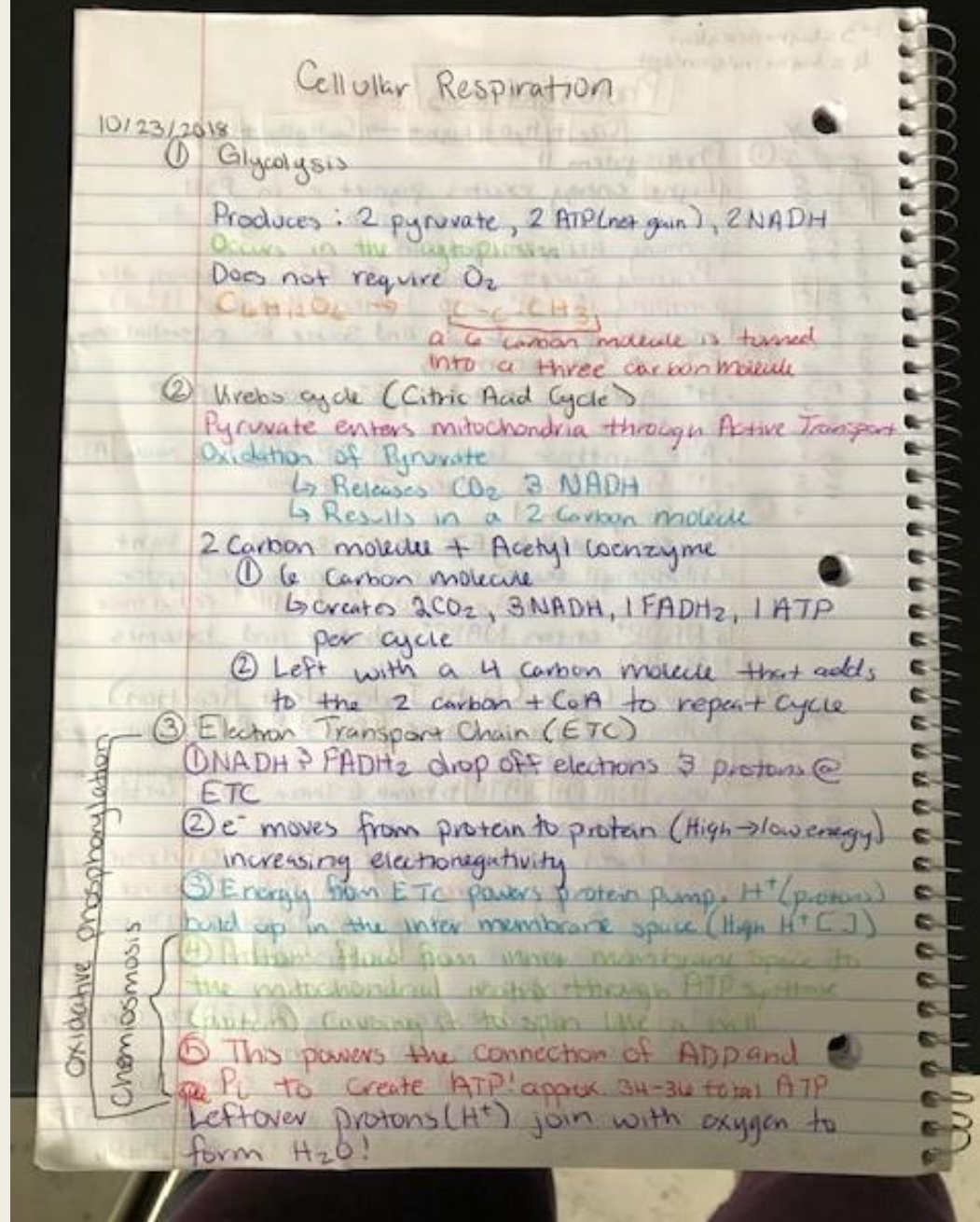
# Active studying: Quiz yourself

- Online practice
  - Quizlet: <https://quizlet.com/>
  - Jlab (practice SOL questions):  
<https://education.jlab.org/solquiz/>
  - AP central (practice AP questions):  
<https://apcentral.collegeboard.org/>
- Go over old quizzes
- Test Prep book

# Active studying: Write it out

# Summary Notebook



# Active studying: Write it out Notecards

$C_6H_{12}O_6$   
(glucose)

ATP (4/4)  
DH  
EDH  
pyruvate

Energy investment  
→ 2 ATP used and 4 ATP  
Energy payoff  
→ 4 ATP + 2 NADH + 2 H<sup>+</sup>

**GLYCOLYSIS**

Pyruvate

CO<sub>2</sub>      NADH      C-C (acetyl)

1 pyruvate	2 pyruvate
1 CO <sub>2</sub>	2 CO <sub>2</sub>
1 NADH	2 NADH
1 acetyl-CoA	2 acetyl-CoA

**Oxidation of Pyruvate**

1 pyruvate  
2 acetyl-CoA

1 Acetyl-CoA	2 Acetyl-CoA
2 CO <sub>2</sub>	4 CO <sub>2</sub>
3 NADH	6 NADH
1 FADH <sub>2</sub>	2 FADH <sub>2</sub>
1 ATP	2 ATP

Acetyl Coenzyme A  
**Ac-CoA**

ATP      3 NADH      1 FADH<sub>2</sub>

**KREBS CYCLE**

H<sup>+</sup> H<sup>+</sup> H<sup>+</sup> H<sup>+</sup>

ATC (Complex I)  
ATC (Complex II)  
ATC (Complex III)  
ATC (Complex IV)

NADH (NADH<sub>2</sub>) → NAD<sup>+</sup> + H<sup>+</sup>

FADH<sub>2</sub> → FAD + H<sup>+</sup>

O<sub>2</sub> → H<sub>2</sub>O

proton pump protein

**ELECTRON TRANSPORT CHAIN**

**CHEMIOSMOSIS**

H<sup>+</sup> H<sup>+</sup> H<sup>+</sup> H<sup>+</sup>

ATP synthase

ADP + P<sub>i</sub> → ATP

H<sub>2</sub>O

**CHEMIOSMOSIS**

H<sup>+</sup> (protons) flow from intermembrane space to the matrix via the ATP synthase. This causes the ATP synthase to turn and make ADP + P<sub>i</sub> → ATP (can yield 3 ATP). As H<sup>+</sup> reacts with the O<sub>2</sub> + e<sup>-</sup> H<sub>2</sub>O. (H<sup>+</sup> + e<sup>-</sup> = Hydrogen)

# Talk it out and/or listen to someone else explain:

- Talk to yourself
- Talk to friends (study groups)
- Make a family member listen to you explain
- Watch videos to review
- Example: Khan Academy:

[https://www.youtube.com/results?search\\_query=khan+academy+scientific+method](https://www.youtube.com/results?search_query=khan+academy+scientific+method)

# Concerns voiced from students to their counselor after their first assessment:

- want to drop the class or drop a level
- are worried how their grade on the test will impact their final grade/GPA/transcript
- feel anxious about their performance on the next test/quiz
- ask questions on how to improve their grade
- are unsure of how to manage their other classes while trying to recover from a low grade
- have questions about the retake policy

What students express to their counselor that stresses them out about tests:

- managing time and other assignments
- impact on grades/GPA
- not feeling prepared for the test or class
- if they will be able to maintain a particular grade in a class



# What to do when they express concern about a grade

- Ask how they studied for the test – this is the first step to understanding why they did not do as well as expected
- Your child needs to figure which learning style / way of studying best meets their comprehension of the content (note cards, quizlet, re-writing notes, listening to text, redoing quizzes / study guides)
- Encourage your child to set up a time to meet with the teacher to go over the exam and explain how they studied for the exam
- Find a method of reviewing material throughout the unit and not just the night before the exam
- Find active studying method that works best for each subject as the types of exams are specific to each teacher
- Make sure your child can complete the study guide without looking back at their notes for guidance