



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	AHSD
Course Number:	520
Descriptive Title:	High School Life Science - Biology
Division:	Adult High School Diploma
Department:	Adult High School Diploma
Course Disciplines:	Adult High School Diploma
Catalog Description:	This noncredit high school level course provides students with an introduction to the study of life, including biological chemistry, cells, organisms and classification, and ecology. Successful completion of this course contributes to progress toward a high school diploma or equivalent. From 1-10 high school credits can be earned in 15-hour modules. Note: This course is open entry/open exit.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	.83 to 8.33
Hours Laboratory (per week):	0
Outside Study Hours:	1.66 to 16.66
Total Course Hours:	15 to 150
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Noncredit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	
Other:	

Cal-GETC:	
Term:	
Other:	
Student Learning Outcomes:	Upon completion of the course, students will be able to: 1. demonstrate knowledge of the structure and function of life. 2. explain the levels of organization of the Chemistry-Cell-Tissue-Organ-Organism-Population-Community-Ecosystem series. 3. categorize different representative classifications of life based on comparison and contrast of features indicative of each classification.
Course Objectives:	1. Demonstrate understanding of the features of living organisms and non-living things. 2. List the steps in the scientific method. 3. Identify parts of the cell and explain the function of each part. 4. Identify the basic principles of heredity in plants, animals, and people. 5. Identify the structure of viruses, bacteria and protozoa.
Major Topics:	Note that this is high school level content: I. Science Introduction (lecture) A. Scientific Method B. Measurement II. Biology Introduction and Chemistry (lecture) A. Life Activities B. Elements/Compounds/Mixtures C. Enzymes and Chemical Reactions III. Cells (lecture) A. Cell Theory B. Cell parts and Functions C. Transport in Cells D. Cell Division

IV. Organization (lecture)

- A. Cells/Tissues/Organs
- B. Kingdoms
- C. Classification
- D. Scientific Naming

V. Bacteria, Protists, and Fungi (lecture)

- A. Monerans/Bacteria
- B. Protists
- C. Fungi and Lichens

VI. Plants (lecture)

- A. Vascular/Non-vascular
- B. Seeds/Spores
- C. Angiosperms/Gymnosperms

VII. Invertebrate Animals (lecture)

- A. Poriferans/Sponges
- B. Coelenterates
- C. Platyhelminthes/Flatworms
- D. Nematodes/Roundworms
- E. Annelids/Segmented worms
- F. Mollusks
- G. Echinoderms

VIII. Vertebrate Animals (lecture)

- A. Fish
- B. Amphibians
- C. Reptiles
- D. Birds
- E. Mammals

	IX. Reproduction (lecture) A. Asexual B. Sexual C. Life Cycles X. Ecology and Conservation (lecture) A. Ecosystem Organization B. Adaptations C. Food Chains D. Species Interaction E. Succession and Biomes F. Nutrient and Energy Cycling G. Conservation and Resources
Total Lecture Hours:	15 to 150
Total Laboratory Hours:	0
Total Hours:	15 to 150
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	
Typical Assignment Using Primary Method of Evaluation:	Create an outline of the categories of organisms that we have discussed. In your outline, include all five kingdoms and the major characteristics of each, three subdivisions for each category, representative organisms for each subdivision (15 total), and justification for the division (what characteristics define each subdivision).
Critical Thinking Assignment 1:	Give an explanatory example for the Chemistry-Cell-Tissue-Organ-Organism-Population-Community-Ecosystem series. For each step, write a short paragraph. In each paragraph give an example of that step and explain how the characteristics of that example are helped by the level below it and help the level above it. We will be anonymously peer reviewing these papers with the rubrics, so please put your name only on the cover sheet.
Critical Thinking Assignment 2:	Research and analyze the AIDS/HIV epidemic, then create a 5-7 slide presentation in which you describe

	in detail the viral life cycle. Be sure to include 1 slide that argues whether AIDS/HIV qualifies as a pandemic. Please refer to the grading rubric that is provided by the instructor for more detailed information on how your work will be assessed.
Other Evaluation Methods:	Completion, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Presentation, Quizzes
Instructional Methods:	Demonstration, Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Simon, Eric. <i>Biology: The Core</i> , 3rd Edition. Pearson, 2019. (Discipline Standard)
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
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Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	03/18/2024
Original Board Approval Date:	01/13/2025
Last Reviewed and/or Revised by:	Matt Kline
Date:	03/12/2026

Last Board Approval Date:	05/20/2026
Effective Term:	FA 2026