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# AP Biology II

Curriculum Guide

Scranton School District

Scranton, PA



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**AP Biology II**

**Prerequisite:**

- 10<sup>th</sup> Grade Biology K
- Be in compliance with the [SSD Honors and AP Criteria Policy](#)

The AP Biology II course is designed to be the equivalent of a college level introductory biology course. The intent of the course is to expose students to higher level biological principles, concepts, and skills and allows the students the opportunity to apply their knowledge to real life applications. Rather than learning from a micro level outward, students learn from a macro level inward. Students are expected to learn through content and concept application via the AP Biology science practices, not by memorization of facts. Core concepts called *enduring understandings* and their application via the science practices are the basis of the AP Biology II curriculum. These concepts are organized around biological principles called *big ideas* that permeate the entire course and focus on the following topics:

- Evolution
- Biological systems using energy to maintain homeostasis for survival
- Passing heritable information to provide continuity of life
- Interaction of biological systems with biotic and abiotic factors

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Year-at-a-glance

<b>Subject: AP Biology II</b>	<b>Grade Level: 11 or 12</b>	<b>Date Completed: 06-26-2015</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Big Ideas, LO, SP
<b>Evolution</b>	<p><b>Approved textbook</b></p> <p><b><u>Biology</u>, Campbell and Reece : (chapter numbers may be adjusted with new edition) Chapters 22, 23, 26</b></p> <p><b>Web:</b>  <b>PBS: Your Inner Fish</b>  <b>HHMI's "Creating Phylogenetic Trees from DNA Sequences"</b>  <b>"Welcome to Evolution 101!"</b>  <b>"Lesson 6: Why Does Evolution Matter Now?"</b></p>	<p><b>Big Ideas: 1, 2, 3, 4</b></p> <p><b>LO: 1.1, 1.2, 1.3, 1.4, 1.9, 1.10, 1.11, 1.12, 2.3</b></p> <p><b>SP: 2.2, 4.2, 5.1, 5.2, 5.3, 7.1</b></p>

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<p><b>Interactions</b></p>	<p><b>Approved textbook</b></p> <p><b><u>Biology</u>, Campbell and Reece : Chapters 19, 39, 40, 45, 55, 36, 51, 39, 43, 49, 39, 43, 49, 53, 54, 55, 56</b></p> <p><b>Web:</b>  <b>“Genetic Variation Increases HIV Risk in Africans”</b>  <b>“What You Should Know About Flu Antiviral Drugs”</b>  <b>“How the Pill Works”</b>  <b>“The Habitable Planet: Interactive Labs: Disease Lab”</b>  <b>“Are All Invasive Species Bad?”</b>  <b>PBS: Your Inner Animals</b></p> <p><b><i>AP Biology Investigative Labs (2012):</i></b>  <b>Investigation 11: Transpiration</b></p>	<p><b>Big Ideas: 1, 2, 3, 4</b></p> <p><b>LO: 1.27, 1.28, 1.29, 1.30, 1.31, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.26, 2.27, 2.28, 2.35, 2.36, 1.32, 3.29, 3.30, 4.20</b></p> <p><b>SP: 1.2, 1.4, 3.3, 4.4, 4.1, 4.2, 5.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2</b></p>
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2<sup>nd</sup> Quarter

Topic	Resources	CCSS
Interactions	<p>Approved textbook</p> <p><b>Biology, Campbell and Reece: Chapters 19, 39, 40, 45, 55, 36, 51, 39, 43, 49, 39, 43, 49, 53, 54, 55, 56</b></p> <p>Web:</p> <p>“Genetic Variation Increases HIV Risk in Africans”</p> <p>“What You Should Know About Flu Antiviral Drugs”</p> <p>“How the Pill Works”</p> <p>“The Habitable Planet: Interactive Labs: Disease Lab”</p> <p>“Are All Invasive Species Bad?”</p> <p>PBS: Your Inner Animals</p> <p><i>AP Biology Investigative Labs (2012): Investigation 11: Transpiration</i></p>	<p>Big Ideas: 1, 2, 3, 4</p> <p>LO: 1.27, 1.28, 1.29, 1.30, 1.31, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.26, 2.27, 2.28, 2.35, 2.36, 1.32, 3.29, 3.30, 4.20</p> <p>SP: 1.2, 1.4, 3.3, 4.4, 4.1, 4.2, 5.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2</p>

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<p><b>Cellular Processes</b></p>	<p><b>Approved textbook</b></p> <p><u>Biology</u>, Campbell and Reece: Chapters 6, 27, 7, 2, 3, 4, 5, 8, 25, 9, 10, 11</p> <p><b>Web:</b> "CELLS <i>alive!</i>" "Cell Size" "LabBench Activity: Enzyme Catalysis" "Enzymes Help Us Digest Food" "Amazing Cells: Cells Communicate"</p> <p><i>AP Biology Investigative Labs (2012):</i> Investigation 4: Diffusion and Osmosis Investigation 5: Photosynthesis</p>	<p><b>Big Ideas: 1, 2, 3, 4</b></p> <p><b>LO: 1.14, 1.15, 1.16, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.17, 4.18, 4.22</b></p> <p><b>SP: 1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 5.1, 6.1, 6.2, 6.4, 7.1, 7.2</b></p>
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3<sup>rd</sup> Quarter

Topic	Resources	CCSS
Cellular Processes	<p>Approved textbook</p> <p><b>Biology, Campbell and Reece: Chapters 6, 27, 7, 2, 3, 4, 5, 8, 25, 9, 10, 11</b></p> <p>Web:            “CELLS <i>alive!</i>”            “Cell Size”            “LabBench Activity: Enzyme Catalysis”            “Enzymes Help Us Digest Food”            “Amazing Cells: Cells Communicate”</p> <p><b><i>AP Biology Investigative Labs (2012):</i></b>  <b>Investigation 4: Diffusion and Osmosis</b>  <b>Investigation 5: Photosynthesis</b></p>	<p>Big Ideas: 1, 2, 3, 4</p> <p>LO: 1.14, 1.15, 1.16, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.17, 4.18, 4.22</p> <p>SP: 1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 5.1, 6.1, 6.2, 6.4, 7.1, 7.2</p>

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<p><b>Genetics</b></p>	<p><b>Approved textbook</b></p> <p><u>Biology</u>, Campbell and Reece: Chapters 12, 13, 14, 15, 16, 17, 20, 21</p> <p><b>Web:</b></p> <p>“Microscopic Close Up: Mammal Cell Undergoing Mitosis in Orange Environment”  “Mitosis &amp; Meiosis: Doing It on the Table”  Skloot, <i>The Immortal Life of Henrietta Lacks</i>  “Who’s the Father?”  “Genetic Disease Information — <i>pronto!</i>”  “Cracking the Code of Life: See Your DNA”  “A Science Odyssey: You Try It: DNA Workshop”  “Rediscovering Biology: Unit 7: Genetics of Development: Animations and Images”</p> <p><b>Video:</b>  <i>Gattaca</i></p> <p><i>AP Biology Investigative Labs (2012):</i>  Investigation 9: Biotechnology: Restriction Enzyme Analysis of DNA  Investigation 8: Biotechnology: Bacterial Transformation</p>	<p><b>Big Ideas: 1, 2, 3, 4</b></p> <p><b>LO: 2.15, 2.31, 2.32, 2.33, 2.34, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 4.7, 4.23, 4.24, 4.25</b></p> <p><b>SP: 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 4.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2</b></p>
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4<sup>th</sup> Quarter

Topic	Resources	CCSS
Genetics	<p>Approved textbook</p> <p><b>Biology</b>, Campbell and Reece: Chapters 12, 13, 14, 15, 16, 17, 20, 21</p> <p>Web:</p> <p>“Microscopic Close Up: Mammal Cell Undergoing Mitosis in Orange Environment”</p> <p>“Mitosis &amp; Meiosis: Doing It on the Table”</p> <p>Skloot, <i>The Immortal Life of Henrietta Lacks</i></p> <p>“Who’s the Father?”</p> <p>“Genetic Disease Information — <i>pronto!</i>”</p> <p>“Cracking the Code of Life: See Your DNA”</p> <p>“A Science Odyssey: You Try It: DNA Workshop”</p> <p>“Rediscovering Biology: Unit 7: Genetics of Development: Animations and Images”</p> <p>Video:</p> <p><i>Gattaca</i></p> <p><i>AP Biology Investigative Labs (2012):</i></p> <p>Investigation 9: Biotechnology: Restriction Enzyme Analysis of DNA</p> <p>Investigation 8: Biotechnology: Bacterial Transformation</p>	<p>Big Ideas: 1, 2, 3, 4</p> <p>LO: 2.15, 2.31, 2.32, 2.33, 2.34, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 4.7, 4.23, 4.24, 4.25</p> <p>SP: 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 4.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2</p>

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Review for AP test	College board review materials: <u>5 steps to a 5</u> :McGraw Hill materials (or comparable review book) <a href="http://faculty.muhs.edu/klestinski/apreview.htm">http://faculty.muhs.edu/klestinski/apreview.htm</a> <a href="http://www.Khanacademy.org">www.Khanacademy.org</a>	All
Optional College Prep Topics		
Final Exam Review		

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities (suggested)	Assessments	Suggested Time
Evolution	<p>Each Unit is tied to a Big Idea. However, the Big Ideas transcend each unit.</p> <p>Big Ideas: 1, 2, 3, 4</p> <p>LO: 1.1, 1.2, 1.3, 1.4, 1.9, 1.10, 1.11, 1.12, 2.3</p> <p>SP: 2.2, 4.2, 5.1, 5.2, 5.3, 7.1</p>	<p><b>Big Idea 1: Evolution</b></p> <p>The process of evolution drives the diversity and unity of life.</p> <p><b>Enduring Understanding 1.A:</b> Change in the genetic makeup of a population over time is evolution.</p> <p>1.A.1: Natural selection is a major mechanism of evolution. 1.A.2: Natural selection acts on phenotypic variations in populations. 1.A.3: Evolutionary change is also driven by random processes. 1.A.4: Biological evolution is supported by scientific evidence from many disciplines, including mathematics.</p> <p><b>Enduring Understanding 1.B:</b> Organisms are linked by lines of descent from common ancestry.</p> <p>1.B.1: Organisms share many conserved core processes and features that evolved and are widely distributed among organisms today.</p>	<p><u>Biology</u>, Campbell and Reece: Chapters 22, 23, 26</p> <p>Web: PBS: Your Inner Fish HHMI's "Creating Phylogenetic Trees from DNA Sequences" "Welcome to Evolution 101!" "Lesson 6: Why Does Evolution Matter Now?"</p>	<p>For every unit: Teacher prepared tests, quizzes, inquiry based and traditional lab activities, research assignments, practical examinations, etc.</p>	30 days

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		<p><b>1.B.2: Phylogenetic trees and cladograms are graphical representations of evolutionary history that can be tested.</b></p> <p><b>Enduring Understanding 1.C: Life continues to evolve within a changing environment.</b></p> <p><b>1.C.1: Speciation and extinction have occurred throughout the Earth's history.</b></p> <p><b>1.C.2: Speciation may occur when two populations become reproductively isolated from each other.</b></p> <p><b>1.C.3: Populations of organisms continue to evolve.</b></p> <p><b>Enduring Understanding 1.D: The origin of living systems is explained by natural processes.</b></p> <p><b>1.D.1: There are several hypotheses about the natural origin of life on earth, each with supporting evidence.</b></p> <p><b>1.D.2: Scientific evidence from many different disciplines supports models of the origin of life .</b></p>			
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<p><b>Interactions</b></p>	<p><b>Big Ideas:</b> 1, 2, 3, 4</p> <p><b>LO:</b> 1.27, 1.28, 1.29, 1.30, 1.31, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.26, 2.27, 2.28, 2.35, 2.36, 1.32, 3.29, 3.30, 4.20</p> <p><b>SP:</b> 1.2, 1.4, 3.3, 4.4, 4.1, 4.2, 5.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2</p>	<p><b>Big Idea 4: System</b></p> <p>Biological systems interact, and these systems and their interactions possess complex properties.</p> <p><b>Enduring understanding 4.A:</b> Interactions within biological systems lead to complex properties.</p> <p><b>4.A.1:</b> The subcomponents of biological molecules and their sequence determine the properties of that molecule.</p> <p><b>4.A.2:</b> The structure and function of subcellular components, and their interactions, provide essential cellular processes.</p> <p><b>4.A.3:</b> Interactions between external stimuli and regulated gene expression result in specialization of cells, tissues and organs.</p> <p><b>4.A.4:</b> Organisms exhibit complex properties due to interactions between their constituent parts.</p> <p><b>4.A.5:</b> Communities are composed of populations of organisms that interact in complex ways.</p> <p><b>4.A.6:</b> Interactions among living systems and with their environment result in the</p>	<p><b>Biology, Campbell and Reece:</b> Chapters 19, 39, 40, 45, 55, 36, 51, 39, 43, 49, 39, 43, 49, 53, 54, 55, 56</p> <p><b>Web:</b> “Genetic Variation Increases HIV Risk in Africans” “What You Should Know About Flu Antiviral Drugs” “How the Pill Works” “The Habitable Planet: Interactive Labs: Disease Lab” “Are All Invasive Species Bad?” PBS: Your Inner Animals</p> <p><i>AP Biology Investigative Labs (2012):</i> Investigation 11: Transpiration</p>		<p><b>35 days</b></p>
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		<p>movement of matter and energy.</p> <p><b>Enduring understanding 4.B:</b> Competition and cooperation are important aspects of biological systems.</p> <p><b>4.B.1:</b> Interactions between molecules affect their structure and function.</p> <p><b>4.B.2:</b> Cooperative interactions within organisms promote efficiency in the use of energy and matter.</p> <p><b>4.B.3:</b> Interactions between and within populations influence patterns of species distribution and abundance.</p> <p><b>4.B.4:</b> Distribution of local and global ecosystems changes over time.</p> <p><b>Enduring understanding 4.C:</b> Naturally occurring diversity among and between components within biological systems affects interactions with the environment.</p> <p><b>4.C.1:</b> Variation in molecular units provides cells with a wider range of functions.</p> <p><b>4.C.2:</b> Environmental factors influence the expression of the genotype in an organism.</p>			
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		<p><b>4.C.3: The level of variation in a population affects population dynamics.</b></p> <p><b>4.C.4: The diversity of species within an ecosystem may influence the stability of the ecosystem.</b></p>			
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<p><b>Cellular Processes</b></p>	<p><b>Big Ideas:</b> 1, 2, 3, 4</p> <p><b>LO:</b> 1.14, 1.15, 1.16, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 3.31, 3.32, 3.33, 3.34, 3.35, 3.36, 3.37, 3.38, 3.39, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.17, 4.18, 4.22</p> <p><b>SP:</b> 1.1, 1.3, 1.4, 1.5, 2.2, 3.1, 5.1, 6.1, 6.2, 6.4, 7.1, 7.2</p>	<p><b>Big Idea 2: Energy</b></p> <p>Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.</p> <p><b>Enduring Understanding 2.A:</b> Growth, reproduction and maintenance of the organization of living systems require free energy and matter.</p> <p>2.A.1: All living systems require constant input of free energy. 2.A.2: Organisms capture and store free energy for use in biological processes. 2.A.3: Organisms must exchange matter with the environment to grow, reproduce and maintain organization.</p> <p><b>Enduring understanding 2.B:</b> Growth, reproduction and dynamic homeostasis require that cell create and maintain internal environments that are different from their external environments.</p> <p>2.B.1: Cell membranes are selectively permeable due to their structure.</p>	<p><b>Biology, Campbell and Reece:</b> Chapter 6, 27, 7, 2, 3, 4, 5, 8, 25, 9, 10, 11</p> <p><b>Web:</b> "CELLS <i>alive!</i>" "Cell Size" "LabBench Activity: Enzyme Catalysis" "Enzymes Help Us Digest Food" "Amazing Cells: Cells Communicate"</p> <p><i>AP Biology Investigative Labs (2012):</i> Investigation 4: Diffusion and Osmosis Investigation 5: Photosynthesis</p>		<p><b>45 days</b></p>
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		<p><b>2.B.2: Growth and dynamic homeostasis are maintained by the constant movement of molecules across membranes.</b></p> <p><b>2.B.3: Eukaryotic cells maintain internal membranes that partition the cell into specialized regions.</b></p> <p><b>Enduring understanding 2.C: Organisms use feedback mechanisms to regulate growth and reproduction, and to maintain dynamic homeostasis.</b></p> <p><b>2.C.1: Organisms use feedback mechanisms to maintain their internal environments and respond to external environmental changes.</b></p> <p><b>2.C.2: Organisms respond to changes in their external environments.</b></p> <p><b>Enduring understanding 2.D: Growth and dynamic homeostasis of a biological system are influenced by changes in the system's environment.</b></p> <p><b>2.D.1: All biological systems from cells and organisms to populations, communities and ecosystems are affected by complex biotic and abiotic interactions involving exchange of matter and free</b></p>			
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		<p>energy.</p> <p><b>2.D.2: Homeostatic mechanisms reflect both common ancestry and divergence due to adaptation in different environments.</b></p> <p><b>2.D.3: Biological systems are affected by disruptions to their dynamic homeostasis.</b></p> <p><b>2.D.4: Plants and animals have a variety of chemical defenses against infections that affect dynamic homeostasis.</b></p> <p><b>Enduring understanding 2.E: Many biological processes involved in growth, reproduction and dynamic homeostasis include temporal regulation and coordination.</b></p> <p><b>2.E.1: Timing and coordination of specific events are necessary for the normal development of an organism, and these events are regulated by a variety of mechanisms.</b></p> <p><b>2.E.2: Timing and coordination of physiological events are regulated by multiple mechanisms.</b></p> <p><b>2.E.3: Timing and coordination of behavior are regulated by various mechanisms and are important in natural selection.</b></p>			
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<p><b>Genetics</b></p>	<p><b>Big Ideas:</b> 1, 2, 3, 4</p> <p><b>LO:</b>2.15, 2.31, 2.32, 2.33, 2.34, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.24, 3.25, 3.26, 4.7, 4.23, 4.24, 4.25</p> <p><b>SP:</b> 1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 4.1, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2</p>	<p><b>Big Idea 3: Information</b></p> <p>Living systems store, retrieve, transmit and respond to information essential to life processes.</p> <p><b>Enduring understanding 3.A:</b> Heritable information provides for continuity of life.</p> <p><b>3.A.1:</b> DNA, and in some cases RNA, is the primary source of heritable information.</p> <p><b>3.A.2:</b> In eukaryotes, heritable information is passed to the next generation via processes that include the cell cycle and mitosis or meiosis plus fertilization.</p> <p><b>3.A.3:</b> The chromosomal basis of inheritance provides an understanding of the pattern of passage (transmission) of genes from parent to offspring.</p> <p><b>3.A.4:</b> The inheritance pattern of many traits cannot be explained by simple Mendelian genetics.</p> <p><b>Enduring understanding 3.B:</b> Expression of genetic information involves cellular and molecular mechanisms.</p>	<p><b>Biology, Campbell and Reece:</b> Chapters 12, 13, 14, 15, 16, 17, 20, 21</p> <p><b>Web:</b> “Microscopic Close Up: Mammal Cell Undergoing Mitosis in Orange Environment” “Mitosis &amp; Meiosis: Doing It on the Table” Skloot, <i>The Immortal Life of Henrietta Lacks</i> “Who’s the Father?” “Genetic Disease Information — pronto!” “Cracking the Code of Life: See Your DNA” “A Science Odyssey: You Try It: DNA Workshop” “Rediscovering Biology: Unit 7: Genetics of Development: Animations and Images”</p> <p><b>Video:</b> <i>Gattaca</i></p> <p><b>AP Biology Investigative Labs (2012):</b> Investigation 9: Biotechnology: Restriction Enzyme Analysis of DNA Investigation 8: Biotechnology: Bacterial Transformation</p>		<p><b>45 days</b></p>
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		<p><b>3.B.1: Gene regulation results in differential gene expression, leading to cell specialization.</b></p> <p><b>3.B.2: A variety of intercellular and intracellular signal transmissions mediate gene expression.</b></p> <p><b>Enduring understanding 3.C: The processing of genetic information is imperfect and is a source of genetic variation.</b></p> <p><b>3.C.1: Changes in genotype can result in changes in phenotype.</b></p> <p><b>3.C.2: Biological systems have multiple processes that increase genetic variation.</b></p> <p><b>3.C.3: Viral replication results in genetic variation, and viral infection can introduce genetic variation into the hosts.</b></p> <p><b>Enduring understanding 3.D: Cells communicate by generating, transmitting and receiving chemical signals.</b></p> <p><b>3.D.1: Cell communication processes share common features that reflect a shared evolutionary history.</b></p> <p><b>3.D.2: Cells communicate with each other through direct contact with other cells or from a distance via</b></p>			
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		<p>chemical signaling .</p> <p><b>3.D.3: Signal transduction pathways link signal reception with cellular response .</b></p> <p><b>3.D.4: Changes in signal transduction pathways can alter cellular response.</b></p> <p><b>Enduring understanding 3.E: Transmission of information results in changes within and between biological systems.</b></p> <p><b>3.E.1: Individuals can act on information and communicate it to others.</b></p> <p><b>3.E.2: Animals have nervous systems that detect external and internal signals, transmit and integrate information, and produce responses.</b></p>			
Review for AP test	<b>All</b>		College board review materials: <u><a href="#">5 steps to a 5</a></u> , McGraw Hill materials <u><a href="http://faculty.muhs.edu/klestinski/a_preview.htm">http://faculty.muhs.edu/klestinski/a_preview.htm</a></u> <u><a href="http://www.Khanacademy.org">www.Khanacademy.org</a></u>		<b>10 days</b>
<b>Optional College Prep Topics</b>			<b>Optional College Prep Topics</b>		<b>5 days</b>
<b>Final Exam Review</b>			<b>Final Exam Review</b>		<b>10 days</b>

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**AP® Biology Big Ideas**

**Big Idea 1:** The process of evolution drives the diversity and unity of life.

**Big Idea 2:** Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

**Big Idea 3:** Living systems store, retrieve, transmit, and respond to information essential to life processes.

**Big Idea 4:** Biological systems interact, and these systems and their interactions possess complex properties.

**Science Practices for AP® Biology**

A practice is a way to coordinate knowledge and skills in order to accomplish a goal or task. The science practices enable students to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. These science practices capture important aspects of the work that scientists engage in, at the level of competence expected of AP Biology students.

**Science Practice 1: The student can use representations and models to communicate scientific phenomena and solve scientific problems.**

**1.1** The student can *create representations and models* of natural or man-made phenomena and systems in the domain.

**1.2** The student can *describe representations and models* of natural or manmade phenomena and systems in the domain.

**1.3** The student can *refine representations and models* of natural or man-made phenomena and systems in the domain.

**1.4** The student can *use representations and models* to analyze situations or solve problems qualitatively and quantitatively.

**1.5** The student can *reexpress key elements* of natural phenomena across multiple representations in the domain.

**Science Practice 2: The student can use mathematics appropriately.**

**2.1** The student can *justify the selection of a mathematical routine* to solve problems.

**2.2** The student can *apply mathematical routines* to quantities that describe natural phenomena.

**2.3** The student can *estimate numerically* quantities that describe natural phenomena.

**Science Practice 3: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.**

**3.1** The student can *pose scientific* questions.

**3.2** The student can *refine scientific* questions.

**3.3** The student can *evaluate scientific* questions.

**Science Practice 4: The student can plan and implement data collection strategies appropriate to a particular scientific question.**

**4.1** The student can *justify the selection of the kind of data* needed to answer a particular scientific question.

**4.2** The student can *design a plan* for collecting data to answer a particular scientific question.

**4.3** The student can *collect data* to answer a particular scientific question.

**4.4** The student can *evaluate sources of data* to answer a particular scientific question.

**Science Practice 5: The student can perform data analysis and evaluation of evidence.**

**5.1** The student can *analyze data* to identify patterns or relationships.

**5.2** The student can *refine observations and measurements* based on data analysis.

**5.3** The student can *evaluate the evidence provided by data sets* in relation to a particular scientific question.

**Science Practice 6: The student can work with scientific explanations and theories.**

**6.1** The student can *justify claims with evidence*.

**6.2** The student can *construct explanations of phenomena based on evidence* produced through scientific practices.

**6.3** The student can *articulate the reasons that scientific explanations and theories are refined or replaced*.

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**Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.**

**7.1** The student can *connect phenomena and models* across spatial and temporal scales.

**7.2** The student can *connect concepts* in and across domain(s) to generalize or extrapolate in and/or across enduring understandings and/or big ideas.

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**AP® Biology Learning Objectives**

**Learning objective 1.1** The student is able to convert a data set from a table of numbers that reflect a change in the genetic makeup of a population over time and to apply mathematical methods and conceptual understandings to investigate the cause(s) and effect(s) of this change. [See **SP 1.5, 2.2; Essential knowledge 1.A.1**]

**Learning objective 1.2** The student is able to evaluate evidence provided by data to qualitatively and quantitatively investigate the role of natural selection in evolution. [See **SP 2.2, 5.3; Essential knowledge 1.A.1**]

**Learning objective 1.3** The student is able to apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future. [See **SP 2.2; Essential knowledge 1.A.1**]

**Learning objective 1.4** The student is able to evaluate data-based evidence that describes evolutionary changes in the genetic makeup of a population over time. [See **SP 5.3; Essential knowledge 1.A.2**]

**Learning objective 1.5** The student is able to connect evolutionary changes in a population over time to a change in the environment. [See **SP 7.1; Essential knowledge 1.A.2**]

**Learning objective 1.6** The student is able to use data from mathematical models based on the Hardy-Weinberg equilibrium to analyze genetic drift and effects of selection in the evolution of specific populations. [See **SP 1.4, 2.1; Essential knowledge 1.A.3**]

**Learning objective 1.7** The student is able to justify data from mathematical models based on the Hardy-Weinberg equilibrium to analyze genetic drift and the effects of selection in the evolution of specific populations. [See **SP 2.1; Essential knowledge 1.A.3**]

**Learning objective 1.8** The student is able to make predictions about the effects of genetic drift, migration and artificial selection on the genetic makeup of a population. [See **SP 6.4; Essential knowledge 1.A.3**]

**Learning objective 1.9** The student is able to evaluate evidence provided by data from many scientific disciplines that support biological evolution. [See **SP 5.3; Essential knowledge 1.A.4**]

**Learning objective 1.10** The student is able to refine evidence based on data from many scientific disciplines that support biological evolution. [See **SP 5.2; Essential knowledge 1.A.4**]

**Learning objective 1.11** The student is able to design a plan to answer scientific questions regarding how organisms have changed over time using information from morphology, biochemistry and geology. [See **SP 4.2; Essential knowledge 1.A.4**]

**Learning objective 1.12** The student is able to connect scientific evidence from many scientific disciplines to support the modern concept of evolution. [See **SP 7.1; Essential knowledge 1.A.4**]

**Learning objective 1.13** The student is able to construct and/or justify mathematical models, diagrams or simulations that represent processes of biological evolution. [See **SP 1.1, 2.1; Essential knowledge 1.A.4**]

**Learning objective 1.14** The student is able to pose scientific questions that correctly identify essential properties of shared, core life processes that provide insights into the history of life on Earth. [See **SP 3.1; Essential knowledge 1.B.1**]

**Learning objective 1.15** The student is able to describe specific examples of conserved core biological processes and features shared by all domains or within one domain of life, and how these shared, conserved core processes and features support the concept of common ancestry for all organisms. [See **SP 7.2; Essential knowledge 1.B.1**]

**Learning objective 1.16** The student is able to justify the scientific claim that organisms share many conserved core processes and features that evolved and are widely distributed among organisms today. [See **SP 6.1; Essential knowledge 1.B.1**]

**Learning objective 1.17** The student is able to pose scientific questions about a group of organisms whose relatedness is described by a phylogenetic tree or cladogram in order to (1) identify shared characteristics, (2) make inferences about the evolutionary history of



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the group, and (3) identify character data that could extend or improve the phylogenetic tree. [See **SP 3.1; Essential knowledge 1.B.2**]

**Learning objective 1.18** The student is able to evaluate evidence provided by a data set in conjunction with a phylogenetic tree or a simple cladogram to determine evolutionary history and speciation. [See **SP 5.3; Essential knowledge 1.B.2**]

**Learning objective 1.19** The student is able create a phylogenetic tree or simple cladogram that correctly represents evolutionary history and speciation from a provided data set. [See **SP 1.1; Essential knowledge 1.B.2**]

**Learning objective 1.20** The student is able to analyze data related to questions of speciation and extinction throughout the Earth's history. [See **SP 5.1; Essential knowledge 1.C.1**]

**Learning objective 1.21** The student is able to design a plan for collecting data to investigate the scientific claim that speciation and extinction have occurred throughout the Earth's history. [See **SP 4.2; Essential knowledge 1.C.1**]

**Learning objective 1.22** The student is able to use data from a real or simulated population(s), based on graphs or models of types of selection, to predict what will happen to the population in the future. [See **SP 6.4; Essential knowledge 1.C.2**]

**Learning objective 1.23** The student is able to justify the selection of data that address questions related to reproductive isolation and speciation. [See **SP 4.1; Essential knowledge 1.C.2**]

**Learning objective 1.24** The student is able to describe speciation in an isolated population and connect it to change in gene frequency, change in environment, natural selection and/or genetic drift. [See **SP 7.2; Essential knowledge 1.C.2**]

**Learning objective 1.25** The student is able to describe a model that represents evolution within a population. [See **SP 1.2; Essential knowledge 1.C.3**]

**Learning objective 1.26** The student is able to evaluate given data sets that illustrate evolution as an ongoing process. [See **SP 5.3; Essential knowledge 1.C.3**]

**Learning objective 1.27** The student is able to describe a scientific hypothesis about the origin of life on Earth. [See **SP 1.2; Essential knowledge 1.D.1**]

**Learning objective 1.28** The student is able to evaluate scientific questions based on hypotheses about the origin of life on Earth. [See **SP 3.3; Essential knowledge 1.D.1**]

**Learning objective 1.29** The student is able to describe the reasons for revisions of scientific hypotheses of the origin of life on Earth. [See **SP 6.3; Essential knowledge 1.D.1**]

**Learning objective 1.30** The student is able to evaluate scientific hypotheses about the origin of life on Earth. [See **SP 6.5; Essential knowledge 1.D.1**]

**Learning objective 1.31** The student is able to evaluate the accuracy and legitimacy of data to answer scientific questions about the origin of life on Earth. [See **SP 4.4; Essential knowledge 1.D.1**]

**Learning objective 1.32** The student is able to justify the selection of geological, physical, and chemical data that reveal early Earth conditions. [See **SP 4.1; Essential knowledge 1.D.2**]

**Learning objective 2.1** The student is able to explain how biological systems use free energy based on empirical data that all organisms require constant energy input to maintain organization, to grow and to reproduce. [See **SP 6.2; Essential knowledge 2.A.1**]

**Learning objective 2.2** The student is able to justify a scientific claim that free energy is required for living systems to maintain organization, to grow or to reproduce, but that multiple strategies exist in different living systems. [See **SP 6.1; Essential knowledge 2.A.1**]

**Learning objective 2.3** The student is able to predict how changes in free energy availability affect organisms, populations and ecosystems. [See **SP 6.4; Essential knowledge 2.A.1**]

**Learning objective 2.4** The student is able to use representations to pose scientific questions about what mechanisms and structural features allow organisms to capture, store and use free energy. [See **SP 1.4, 3.1; Essential knowledge 2.A.2**]

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**Learning objective 2.5** The student is able to construct explanations of the mechanisms and structural features of cells that allow organisms to capture, store or use free energy. [See **SP 6.2; Essential knowledge 2.A.2**]

**Learning objective 2.6** The student is able to use calculated surface area-to-volume ratios to predict which cell(s) might eliminate wastes or procure nutrients faster by diffusion. [See **SP 2.2; Essential knowledge 2.A.3**]

**Learning objective 2.7** Students will be able to explain how cell size and shape affect the overall rate of nutrient intake and the rate of waste elimination. [See **SP 6.2; Essential knowledge 2.A.3**]

**Learning objective 2.8** The student is able to justify the selection of data regarding the types of molecules that an animal, plant or bacterium will take up as necessary building blocks and excrete as waste products. [See **SP 4.1; Essential knowledge 2.A.3**]

**Learning objective 2.9** The student is able to represent graphically or model quantitatively the exchange of molecules between an organism and its environment, and the subsequent use of these molecules to build new molecules that facilitate dynamic homeostasis, growth and reproduction. [See **SP 1.1, 1.4; Essential knowledge 2.A.3**]

**Learning objective 2.10** The student is able to use representations and models to pose scientific questions about the properties of cell membranes and selective permeability based on molecular structure. [See **SP 1.4, 3.1; Essential knowledge 2.B.1**]

**Learning objective 2.11** The student is able to construct models that connect the movement of molecules across membranes with membrane structure and function. [See **SP 1.1, 7.1, 7.2; Essential knowledge 2.B.1**]

**Learning objective 2.12** The student is able to use representations and models to analyze situations or solve problems qualitatively and quantitatively to investigate whether dynamic homeostasis is maintained by the active movement of molecules across membranes. [See **SP 1.4; Essential knowledge 2.B.2**]

**Learning objective 2.13** The student is able to explain how internal membranes and organelles contribute to cell functions. [See **SP 6.2; Essential knowledge 2.B.3**]

**Learning objective 2.14** The student is able to use representations and models to describe differences in prokaryotic and eukaryotic cells. [See **SP 1.4; Essential knowledge 2.B.3**]

**Learning objective 2.15** The student can justify a claim made about the effect(s) on a biological system at the molecular, physiological or organismal level when given a scenario in which one or more components within a negative regulatory system is altered. [See **SP 6.1; Essential knowledge 2.C.1**]

**Learning objective 2.16** The student is able to connect how organisms use negative feedback to maintain their internal environments. [See **SP 7.2; Essential knowledge 2.C.1**]

**Learning objective 2.17** The student is able to evaluate data that show the effect(s) of changes in concentrations of key molecules on negative feedback mechanisms. [See **SP 5.3; Essential knowledge 2.C.1**]

**Learning objective 2.18** The student can make predictions about how organisms use negative feedback mechanisms to maintain their internal environments. [See **SP 6.4; Essential knowledge 2.C.1**]

**Learning objective 2.19** The student is able to make predictions about how positive feedback mechanisms amplify activities and processes in organisms based on scientific theories and models. [See **SP 6.4; Essential knowledge 2.C.1**]

**Learning objective 2.20** The student is able to justify that positive feedback mechanisms amplify responses in organisms. [See **SP 6.1; Essential knowledge 2.C.1**]

**Learning objective 2.21** The student is able to justify the selection of the kind of data needed to answer scientific questions about the relevant mechanism that organisms use to respond to changes in their external environment. [See **SP 4.1; Essential knowledge 2.C.2**]

**Learning objective 2.22** The student is able to refine scientific models and questions about the effect of complex biotic and abiotic interactions on all biological systems, from cells and organisms to

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populations, communities and ecosystems. [See **SP 1.3, 3.2; Essential knowledge 2.D.1**]

**Learning objective 2.23** The student is able to design a plan for collecting data to show that all biological systems (cells, organisms, populations, communities and ecosystems) are affected by complex biotic and abiotic interactions. [See **SP 4.2, 7.2; Essential knowledge 2.D.1**]

**Learning objective 2.24** The student is able to analyze data to identify possible patterns and relationships between a biotic or abiotic factor and a biological system (cells, organisms, populations, communities or ecosystems). [See **SP 5.1; Essential knowledge 2.D.1**]

**Learning objective 2.25** The student can construct explanations based on scientific evidence that homeostatic mechanisms reflect continuity due to common ancestry and/or divergence due to adaptation in different environments. [See **SP 6.2; Essential knowledge 2.D.2**]

**Learning objective 2.26** The student is able to analyze data to identify phylogenetic patterns or relationships, showing that homeostatic mechanisms reflect both continuity due to common ancestry and change due to evolution in different environments. [See **SP 5.1; Essential knowledge 2.D.2**]

**Learning objective 2.27** The student is able to connect differences in the environment with the evolution of homeostatic mechanisms. [See **SP 7.1; Essential knowledge 2.D.2**]

**Learning objective 2.28** The student is able to use representations or models to analyze quantitatively and qualitatively the effects of disruptions to dynamic homeostasis in biological systems. [See **SP 1.4; Essential knowledge 2.D.3**]

**Learning objective 2.29** The student can create representations and models to describe immune responses. [See **SP 1.1, 1.2; Essential knowledge 2.D.4**]

**Learning objective 2.30** The student can create representations or models to describe nonspecific immune defenses in plants and animals. [See **SP 1.1, 1.2; Essential knowledge 2.D.4**]

**Learning objective 2.31** The student can connect concepts in and across domains to show that timing and coordination of specific events are

necessary for normal development in an organism and that these events are regulated by multiple mechanisms. [See **SP 7.2; Essential knowledge 2.E.1**]

**Learning objective 2.32** The student is able to use a graph or diagram to analyze situations or solve problems (quantitatively or qualitatively) that involve timing and coordination of events necessary for normal development in an organism. [See **SP 1.4; Essential knowledge 2.E.1**]

**Learning objective 2.33** The student is able to justify scientific claims with scientific evidence to show that timing and coordination of several events are necessary for normal development in an organism and that these events are regulated by multiple mechanisms. [See **SP 6.1; Essential knowledge 2.E.1**]

**Learning objective 2.34** The student is able to describe the role of programmed cell death in development and differentiation, the reuse of molecules, and the maintenance of dynamic homeostasis. [See **SP 7.1; Essential knowledge 2.E.1**]

**Learning objective 2.35** The student is able to design a plan for collecting data to support the scientific claim that the timing and coordination of physiological events involve regulation. [See **SP 4.2; Essential knowledge 2.E.2**]

**Learning objective 2.36** The student is able to justify scientific claims with evidence to show how timing and coordination of physiological events involve regulation. [See **SP 6.1; Essential knowledge 2.E.2**]

**Learning objective 2.37** The student is able to connect concepts that describe mechanisms that regulate the timing and coordination of physiological events. [See **SP 7.2; Essential knowledge 2.E.2**]

**Learning objective 2.38** The student is able to analyze data to support the claim that responses to information and communication of information affect natural selection. [See **SP 5.1; Essential knowledge 2.E.3**]

**Learning objective 2.39** The student is able to justify scientific claims, using evidence, to describe how timing and coordination of behavioral events in organisms are regulated by several mechanisms. [See **SP 6.1; Essential knowledge 2.E.3**]

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**Learning objective 2.40** The student is able to connect concepts in and across domain(s) to predict how environmental factors affect responses to information and change behavior. [See **SP 7.2; Essential knowledge 2.E.3**]

**Learning objective 3.1** The student is able to construct scientific explanations that use the structures and mechanisms of DNA and RNA to support the claim that DNA and, in some cases, that RNA are the primary sources of heritable information. [See **SP 6.5; Essential knowledge 3.A.1**]

**Learning objective 3.2** The student is able to justify the selection of data from historical investigations that support the claim that DNA is the source of heritable information. [See **SP 4.1; Essential knowledge 3.A.1**]

**Learning objective 3.3** The student is able to describe representations and models that illustrate how genetic information is copied for transmission between generations. [See **SP 1.2; Essential knowledge 3.A.1**]

**Learning objective 3.4** The student is able to describe representations and models illustrating how genetic information is translated into polypeptides. [See **SP 1.2; Essential knowledge 3.A.1**]

**Learning objective 3.5** The student can justify the claim that humans can manipulate heritable information by identifying at least two commonly used technologies. [See **SP 6.4; Essential knowledge 3.A.1**]

**Learning objective 3.6** The student can predict how a change in a specific DNA or RNA sequence can result in changes in gene expression. [See **SP 6.4; Essential knowledge 3.A.1**]

**Learning objective 3.7** The student can make predictions about natural phenomena occurring during the cell cycle. [See **SP 6.4; Essential knowledge 3.A.2**]

**Learning objective 3.8** The student can describe the events that occur in the cell cycle. [See **SP 1.2; Essential knowledge 3.A.2**]

**Learning objective 3.9** The student is able to construct an explanation, using visual representations or narratives, as to how DNA in chromosomes is transmitted to the next generation via mitosis, or meiosis followed by fertilization. [See **SP 6.2; Essential knowledge 3.A.2**]

**Learning objective 3.10** The student is able to represent the connection between meiosis and increased genetic diversity necessary for evolution. [See **SP 7.1; Essential knowledge 3.A.2**]

**Learning objective 3.11** The student is able to evaluate evidence provided by data sets to support the claim that heritable information is passed from one generation to another generation through mitosis, or meiosis followed by fertilization. [See **SP 5.3; Essential knowledge 3.A.2**]

**Learning objective 3.12** The student is able to construct a representation that connects the process of meiosis to the passage of traits from parent to offspring. [See **SP 1.1, 7.2; Essential knowledge 3.A.3**]

**Learning objective 3.13** The student is able to pose questions about ethical, social or medical issues surrounding human genetic disorders. [See **SP 3.1; Essential knowledge 3.A.3**]

**Learning objective 3.14** The student is able to apply mathematical routines to determine Mendelian patterns of inheritance provided by data sets. [See **SP 2.2; Essential knowledge 3.A.3**]

**Learning objective 3.15** The student is able to explain deviations from Mendel's model of the inheritance of traits. [See **SP 6.5; Essential knowledge 3.A.4**]

**Learning objective 3.16** The student is able to explain how the inheritance patterns of many traits cannot be accounted for by Mendelian genetics. [See **SP 6.3; Essential knowledge 3.A.4**]

**Learning objective 3.17** The student is able to describe representations of an appropriate example of inheritance patterns that cannot be explained by Mendel's model of the inheritance of traits. [See **SP 1.2; Essential knowledge 3.A.4**]

**Learning objective 3.18** The student is able to describe the connection between the regulation of gene expression and observed differences between different kinds of organisms. [See **SP 7.1; Essential knowledge 3.B.1**]

**Learning objective 3.19** The student is able to describe the connection between the regulation of gene expression and observed differences

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between individuals in a population. [See **SP 7.1; Essential knowledge 3.B.1**]

**Learning objective 3.20** The student is able to explain how the regulation of gene expression is essential for the processes and structures that support efficient cell function. [See **SP 6.2; Essential knowledge 3.B.1**]

**Learning objective 3.21** The student can use representations to describe how gene regulation influences cell products and function. [See **SP 1.4; Essential knowledge 3.B.1**]

**Learning objective 3.22** The student is able to explain how signal pathways mediate gene expression, including how this process can affect protein production. [See **SP 6.2; Essential knowledge 3.B.2**]

**Learning objective 3.23** The student can use representations to describe mechanisms of the regulation of gene expression. [See **SP 1.4; Essential knowledge 3.B.2**]

**Learning objective 3.24** The student is able to predict how a change in genotype, when expressed as a phenotype, provides a variation that can be subject to natural selection. [See **SP 6.4, 7.2; Essential knowledge 3.C.1**]

**Learning objective 3.25** The student can create a visual representation to illustrate how changes in a DNA nucleotide sequence can result in a change in the polypeptide produced. [See **SP 1.1; Essential knowledge 3.C.1**]

**Learning objective 3.26** The student is able to explain the connection between genetic variations in organisms and phenotypic variations in populations. [See **SP 7.2; Essential knowledge 3.C.1**]

**Learning objective 3.27** The student is able to compare and contrast processes by which genetic variation is produced and maintained in organisms from multiple domains. [See **SP 7.2; Essential knowledge 3.C.2**]

**Learning objective 3.28** The student is able to construct an explanation of the multiple processes that increase variation within a population. [See **SP 6.2; Essential knowledge 3.C.2**]

**Learning objective 3.29** The student is able to construct an explanation of how viruses introduce genetic variation in host organisms. [See **SP 6.2; Essential knowledge 3.C.3**]

**Learning objective 3.30** The student is able to use representations and appropriate models to describe how viral replication introduces genetic variation in the viral population. [See **SP 1.4; Essential knowledge 3.C.3**]

**Learning objective 3.31** The student is able to describe basic chemical processes for cell communication shared across evolutionary lines of descent. [See **SP 7.2; Essential knowledge 3.D.1**]

**Learning objective 3.32** The student is able to generate scientific questions involving cell communication as it relates to the process of evolution. [See **SP 3.1; Essential knowledge 3.D.1**]

**Learning objective 3.33** The student is able to use representation(s) and appropriate models to describe features of a cell signaling pathway. [See **SP 1.4; Essential knowledge 3.D.1**]

**Learning objective 3.34** The student is able to construct explanations of cell communication through cell-to-cell direct contact or through chemical signaling. [See **SP 6.2; Essential knowledge 3.D.2**]

**Learning objective 3.35** The student is able to create representation(s) that depict how cell-to-cell communication occurs by direct contact or from a distance through chemical signaling. [See **SP 1.1; Essential knowledge 3.D.2**]

**Learning objective 3.36** The student is able to describe a model that expresses the key elements of signal transduction pathways by which a signal is converted to a cellular response. [See **SP 1.5; Essential knowledge 3.D.3**]

**Learning objective 3.37** The student is able to justify claims based on scientific evidence that changes in signal transduction pathways can alter cellular response. [See **SP 6.1; Essential knowledge 3.D.4**]

**Learning objective 3.38** The student is able to describe a model that expresses key elements to show how change in signal transduction can alter cellular response. [See **SP 1.5; Essential knowledge 3.D.4**]



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**Learning objective 3.39** The student is able to construct an explanation of how certain drugs affect signal reception and, consequently, signal transduction pathways. [See **SP 6.2; Essential knowledge 3.D.4**]

**Learning objective 3.40** The student is able to analyze data that indicate how organisms exchange information in response to internal changes and external cues, and which can change behavior. [See **SP 5.1; Essential knowledge 3.E.1**]

**Learning objective 3.41** The student is able to create a representation that describes how organisms exchange information in response to internal changes and external cues, and which can result in changes in behavior. [See **SP 1.1; Essential knowledge 3.E.1**]

**Learning objective 3.42** The student is able to describe how organisms exchange information in response to internal changes or environmental cues. [See **SP 7.1; Essential knowledge 3.E.1**]

**Learning objective 3.43** The student is able to construct an explanation, based on scientific theories and models, about how nervous systems detect external and internal signals, transmit and integrate information, and produce responses. [See **SP 6.2, 7.1; Essential knowledge 3.E.2**]

**Learning objective 3.44** The student is able to describe how nervous systems detect external and internal signals. [See **SP 1.2; Essential knowledge 3.E.2**]

**Learning objective 3.45** The student is able to describe how nervous systems transmit information. [See **SP 1.2; Essential knowledge 3.E.2**]

**Learning objective 3.46** The student is able to describe how the vertebrate brain integrates information to produce a response. [See **SP 1.2; Essential knowledge 3.E.2**]

**Learning objective 3.47** The student is able to create a visual representation of complex nervous systems to describe/explain how these systems detect external and internal signals, transmit and integrate information, and produce responses. [See **SP 1.1; Essential knowledge 3.E.2**]

**Learning objective 3.48** The student is able to create a visual representation to describe how nervous systems detect external and internal signals. [See **SP 1.1; Essential knowledge 3.E.2**]

**Learning objective 3.49** The student is able to create a visual representation to describe how nervous systems transmit information. [See **SP 1.1; Essential knowledge 3.E.2**]

**Learning objective 3.50** The student is able to create a visual representation to describe how the vertebrate brain integrates information to produce a response. [See **SP 1.1; Essential knowledge 3.E.2**]

**Learning objective 4.1** The student is able to explain the connection between the sequence and the subcomponents of a biological polymer and its properties. [See **SP 7.1; Essential knowledge 4.A.1**]

**Learning objective 4.2** The student is able to refine representations and models to explain how the subcomponents of a biological polymer and their sequence determine the properties of that polymer. [See **SP 1.3; Essential knowledge 4.A.1**]

**Learning objective 4.3** The student is able to use models to predict and justify that changes in the subcomponents of a biological polymer affect the functionality of the molecule. [See **SP 6.1, 6.4; Essential knowledge 4.A.1**]

**Learning objective 4.4** The student is able to make a prediction about the interactions of subcellular organelles. [See **SP 6.4; Essential knowledge 4.A.2**]

**Learning objective 4.5** The student is able to construct explanations based on scientific evidence as to how interactions of subcellular structures provide essential functions. [See **SP 6.2; Essential knowledge 4.A.2**]

**Learning objective 4.6** The student is able to use representations and models to analyze situations qualitatively to describe how interactions of subcellular structures, which possess specialized functions, provide essential functions. [See **SP 1.4; Essential knowledge 4.A.2**]

**Learning objective 4.7** The student is able to refine representations to illustrate how interactions between external stimuli and gene expression result in specialization of cells, tissues and organs. [See **SP 1.3; Essential knowledge 4.A.3**]

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**Learning objective 4.8** The student is able to evaluate scientific questions concerning organisms that exhibit complex properties due to the interaction of their constituent parts. [See **SP 3.3; Essential knowledge 4.A.4**]

**Learning objective 4.9** The student is able to predict the effects of a change in a component(s) of a biological system on the functionality of an organism(s). [See **SP 6.4; Essential knowledge 4.A.4**]

**Learning objective 4.10** The student is able to refine representations and models to illustrate biocomplexity due to interactions of the constituent parts. [See **SP 1.3; Essential knowledge 4.A.4**]

**Learning objective 4.11** The student is able to justify the selection of the kind of data needed to answer scientific questions about the interaction of populations within communities. [See **SP 1.4, 4.1; Essential knowledge 4.A.5**]

**Learning objective 4.12** The student is able to apply mathematical routines to quantities that describe communities composed of populations of organisms that interact in complex ways. [See **SP 2.2; Essential knowledge 4.A.5**]

**Learning objective 4.13** The student is able to predict the effects of a change in the community's populations on the community. [See **SP 6.4; Essential knowledge 4.A.5**]

**Learning objective 4.14** The student is able to apply mathematical routines to quantities that describe interactions among living systems and their environment, which result in the movement of matter and energy. [See **SP 2.2; Essential knowledge 4.A.6**]

**Learning objective 4.15** The student is able to use visual representations to analyze situations or solve problems qualitatively to illustrate how interactions among living systems and with their environment result in the movement of matter and energy. [See **SP 1.4; Essential knowledge 4.A.6**]

**Learning objective 4.16** The student is able to predict the effects of a change of matter or energy availability on communities. [See **SP 6.4; Essential knowledge 4.A.6**]

**Learning objective 4.17** The student is able to analyze data to identify how molecular interactions affect structure and function. [See **SP 5.1; Essential knowledge 4.B.1**]

**Learning objective 4.18** The student is able to use representations and models to analyze how cooperative interactions within organisms promote efficiency in the use of energy and matter. [See **SP 1.4; Essential knowledge 4.B.2**]

**Learning objective 4.19** The student is able to use data analysis to refine observations and measurements regarding the effect of population interactions on patterns of species distribution and abundance. [See **SP 5.2; Essential knowledge 4.B.3**]

**Learning objective 4.20** The student is able to explain how the distribution of ecosystems changes over time by identifying large-scale events that have resulted in these changes in the past. [See **SP 6.3; Essential knowledge 4.B.3**]

**Learning objective 4.21** The student is able to predict consequences of human actions on both local and global ecosystems. [See **SP 6.4; Essential knowledge 4.B.3**]

**Learning objective 4.22** The student is able to construct explanations based on evidence of how variation in molecular units provides cells with a wider range of functions. [See **SP 6.2; Essential knowledge 4.C.1**]

**Learning objective 4.23** The student is able to construct explanations of the influence of environmental factors on the phenotype of an organism. [See **SP 6.2; Essential knowledge 4.C.2**]

**Learning objective 4.24** The student is able to predict the effects of a change in an environmental factor on the genotypic expression of the phenotype. [See **SP 6.4; Essential knowledge 4.C.2**]

**Learning objective 4.25** The student is able to use evidence to justify a claim that a variety of phenotypic responses to a single environmental factor can result from different genotypes within the population. [See **SP 6.1; Essential knowledge 4.C.3**]

**Learning objective 4.26** The student is able to use theories and models to make scientific claims and/or predictions about the effects of

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variation within populations on survival and fitness. [See **SP**

**6.4; Essential knowledge 4.C.3]**

**Learning objective 4.27** The student is able to make scientific claims and predictions about how species diversity within an ecosystem influences ecosystem stability. [See **SP 6.4; Essential knowledge 4.C.4]**