

# AP Biology - Overview

Content Area: **Science**  
Course(s): **AP BIOLOGY**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

### Superintendent of Schools

Dr. Victor P. Valeski

### Science

AP Biology

Course Number: 1112

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Course Adoption: 4/21/1986

Curriculum Adoption: 5/09/91

## Course Overview

Advanced Placement Biology, which provides a rigorous, intensive study of Biology, is designed for students who have done exemplary work in previous study of Biology. This course is geared to those students who have strong science skills, high motivation, and who have exhibited the ability to analyze data critically and arrive at meaningful conclusions. The topics covered include cell theory, evolution, energy of life, genetics, genes and chromosomes, plant biology, human systems and ecology. The students continuously engage in critical thinking activities, analysis of data, and the written presentation of logical conclusions during the extensive laboratory activities.

## Modifications

Each teacher, each student, each classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiple ways to assess allows more flexibility for students to meet the standards and requirements of the class. Below are samples of the types of adaptations/modifications that may occur for students based on need including ELLs, students with a 504 Plan, Special Education, Basic Skills and Gifted and Talented students.

### Adaptations/Modifications:

<p><b>Input</b></p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Use different visual aids,</li> <li>• Plan more concrete examples,</li> <li>• Provide hands-on activities,</li> <li>• Place students in cooperative groups.</li> </ul>	<p><b>Output</b></p> <p>Adapt how the learner can respond to instruction.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Allow a verbal vs. written response,</li> <li>• Use a communication book for students,</li> <li>• Allow students to show knowledge with hands-on materials.</li> </ul>	<p><b>Time</b></p> <p>Adapt the time allotted and allowed for learning, task completion or testing.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Individualize a timeline for completing a task,</li> <li>• Pace learning differently (increase or decrease) for some learners.</li> </ul>
<p><b>Difficulty</b></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Simplify task directions.</li> <li>• Use of calculator.</li> </ul>	<p><b>Level of Support</b></p> <p>Increase the amount of personal assistance with specific learner.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</li> </ul>	<p><b>Size</b></p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Reduce the number of vocabulary words a learner must learn at any one time.</li> </ul>
<p><b>Degree of Participation</b></p> <p>Adapt the extent to which a learner is actively involved in the task.</p>	<p><b>Alternate Goals</b></p> <p>Adapt the goals or outcome expectations while using the same materials.</p>	<p><b>Substitute Curriculum</b></p> <p>Provide differentiated instruction and materials to meet a learner's individual goals.</p>

<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Allow for small group/individual presentations vs. presentations to the whole class.</li> </ul>	<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Students in the same class are expected to either write a paragraph, write a bulleted response, or meet with the teacher to provide a verbal response.</li> </ul>	<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Individualize a timeline for completing a task, pace learning differently (increase or decrease) for some learners,</li> <li>• Use of Learning Ally.</li> </ul>
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## Materials and Resources

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Biology

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Author: Campbell

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## Content Specific Standards

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SCI.HS-LS1	From Molecules to Organisms: Structures and Processes
SCI.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
	Constructing Explanations and Designing Solutions
SCI.HS.LS1.A	Structure and Function
SCI.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
SCI.HS.LS1.A	Structure and Function
SCI.HS-LS1-3	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
	Planning and Carrying Out Investigations
	Stability and Change
SCI.HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in

	producing and maintaining complex organisms.
	Developing and Using Models
SCI.HS.LS1.B	Growth and Development of Organisms
	Systems and System Models
SCI.HS-LS1-5	Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
SCI.HS-LS1-6	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
SCI.HS-LS1-7	Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
SCI.HS.LS1.C	Organization for Matter and Energy Flow in Organisms
	Energy and Matter
SCI.HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
SCI.HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
SCI.HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
SCI.HS.LS2.A	Interdependent Relationships in Ecosystems
	Scale, Proportion, and Quantity
SCI.HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
SCI.HS-LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
SCI.HS-LS2-5	Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
SCI.HS.LS2.B	Cycles of Matter and Energy Transfer in Ecosystems
SCI.HS.PS3.D	Energy in Chemical Processes
SCI.HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
SCI.HS.LS2.C	Ecosystem Dynamics, Functioning, and Resilience
SCI.HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
SCI.HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
SCI.HS.LS2.D	Social Interactions and Group Behavior
SCI.HS-LS3	Heredity: Inheritance and Variation of Traits
SCI.HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
SCI.HS.LS3.A	Inheritance of Traits
SCI.HS-LS3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

	Engaging in Argument from Evidence
SCI.HS.LS3.B	Variation of Traits
	Cause and Effect
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
	Analyzing and Interpreting Data
	Scale, Proportion, and Quantity
SCI.HS-LS4	Biological Evolution: Unity and Diversity
SCI.HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
	Obtaining, Evaluating, and Communicating Information
SCI.HS.LS4.A	Evidence of Common Ancestry and Diversity
	Patterns
SCI.HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
SCI.HS.LS4.B	Natural Selection
SCI.HS.LS4.C	Adaptation
SCI.HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
SCI.HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
SCI.HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
SCI.HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
SCI.HS.LS4.D	Biodiversity and Humans
SCI.HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
SCI.HS.ESS2.C	The Roles of Water in Earth's Surface Processes
SCI.HS-ESS2-6	Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
SCI.HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
SCI.HS.ESS2.E	Biogeology
SCI.HS-ESS3	Earth and Human Activity
SCI.HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
SCI.HS.ESS3.A	Natural Resources
SCI.HS.ESS3.B	Natural Hazards
SCI.HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

SCI.HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
SCI.HS.ESS3.C	Human Impacts on Earth Systems
SCI.HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
SCI.HS.ESS2.D	Weather and Climate
SCI.HS.ESS3.D	Global Climate Change
SCI.HS-ETS1	Engineering Design
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.  Asking Questions and Defining Problems
SCI.HS.ETS1.A	Delimiting Engineering Problems
SCI.HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
SCI.HS.ETS1.C	Optimizing the Design Solution
SCI.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
SCI.HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.  Using Mathematics and Computational Thinking
SCI.HS.ETS1.B	Developing Possible Solutions

## Interdisciplinary Standards

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MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.
MA.K-12.8	Look for and express regularity in repeated reasoning.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and

phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
LA.RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LA.RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

## **21st Century Life and Career Ready Practice Standards**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when

it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP3.1

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other



CRP.K-12.CRP11.1	experts to assist in the planning and execution of career and personal goals.
	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Technology Standards

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.12.D	Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
TECH.8.2.12.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

## Pacing Guide

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## Pacing Guide

Marking Period 1		
Topic	Pacing (Blocks)	Unit
Introduction	1	Ecology AP Unit 8
Algal bloom	1	Ecology AP Unit 8
Ecology graphing	1	Ecology AP Unit 8
Population graphs	1	Ecology AP Unit 8
Dissolve Oxygen	2	Ecology AP Unit 8
Biodiversity	.5	Ecology AP Unit 8
Water	.5	Chemistry Unit 1
Diffusion	3.5	Chemistry AP Unit 1
Carbon	1	Chemistry AP Unit 1
Carbohydrates	1.5	Chemistry AP Unit 1

Lipids	1	Chemistry AP Unit 1
Models	1	Chemistry AP Unit 1
Proteins	.5	Chemistry AP Unit 1
Tubers	.5	Chemistry AP Unit 1
Starch	.5	Chemistry AP Unit 1
Cells/Diffusion	.5	Cells AP Unit 2
Membranes and Organelles Transport	2	Cells AP Unit 2
Enzymes	3.5	Energetics AP Unit 3
Respiration	6	Energetics AP Unit 3
Fermentation	2	Energetics AP Unit 3
Lactose Intolerance	1	Energetics AP Unit 3
Photosynthesis	5.5	Energetics AP Unit 3

Mitosis/Meiosis	6	Cell Cycle/ Cell Communication AP Unit 4 Heredity AP Unit 5
<b>Marking Period 2</b>		
<b>Topic</b>	<b>Pacing (Blocks)</b>	<b>Unit</b>
Cell Communication	3.5	Cell Cycle/ Cell Communication AP Unit 4
DNA/Biotechnology	19	Gene Expression and Regulation AP Unit 6
Genetics	9.5	Heredity AP Unit 5
<b>Marking Period 3</b>		
<b>Topic</b>	<b>Pacing (Blocks)</b>	<b>Unit</b>
Evolution	14	Natural Selection AP Unit 7
<b>Marking Period 4</b>		
<b>Topic</b>	<b>Pacing (Blocks)</b>	<b>Unit</b>
Transpiration	4	Botany
Behavior	2	Animal Behavior

Immune System	2	Homeostasis
Nervous System	1 1/2	Homeostasis
Hormones	1/2	Homeostasis
Exam Review	8	Exam review
	May 9th	Exam
Phylogeny	8	Evolution
Bio Survivor	4	

### Formative and Summative Assessment

Teachers utilize a variety of methods for assesment including:

Category Criteria	Unit Tests and Quizzes	Labs, Projects & Classwork	Lab Assessments	Homework
	Individual assessments based on specific or general content knowledge.	Any group work primarily completed in class to be checked and/or graded for completion.	Individual assessments based on group lab work. Lab data and other notes may sometimes be used.	Any work assigned to be completed outside of the classroom.

All students take a common Midterm and Final Exam.

### Grading and Evaluation Guidelines

A Excellent Advanced Proficient

B Good Above Average Proficient

C Fair Proficient

D Poor Minimally Proficient

F Failing Partially Proficient

Marking period grades for Advanced Placement Biology will be determined using the following weighting:

10% Homework

40% Labs

50% Tests and Quizzes

The final grade for the course Advanced Placement Biology will be computed using six scores. Each marking period grade will account for 20%. Mid-term grades and final exam grades will account for 10% each.

20% Marking Period 1

20% Marking Period 2

20% Marking Period 3

20% Marking Period 4

10% Mid-Term Exam

10% Final Exam

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## **Other Details**

### **SCED**

#### **03056 AP Biology**

Adhering to the curricula recommended by the College Board and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. These courses cover three general areas: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college-level laboratory experiments.

Grade 11-12

East Brunswick High School

