

## Pine Hill Public Schools Curriculum

Content Area:		<b>Science</b>	
Course Title/ Grade Level:		AP Biology / 11 & 12	
Unit 1:	The Principles of Cellular Life	Duration:	4 weeks
Unit 2:	The Cell Cycle, Structure and Function	Duration:	4 weeks
Unit 3:	Principle of Inheritance	Duration:	4 weeks
Unit 4:	Taxonomy: Classification of Plants and Animals	Duration:	4 weeks
Unit 5:	Reproduction in plants and Animals	Duration:	4 weeks
Unit 6:	How Animals Work	Duration:	4 weeks
Unit 7:	Principle of Ecology	Duration:	4 weeks
Unit 8:	Interactions of Biotic and Abiotic factors on Earth	Duration:	4 weeks
Date Created or Revised:		2011	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Science Curriculum**

<b>Unit Title:</b> The Principles of Cellular Life		<b>Unit # 1</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 4 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>- How are cells considered to be the structural and functional unit of Life?</li> <li>- What cellular processes are based on physical and chemical changes? How does energy change form?</li> <li>- How do enzymes work?</li> <li>- What are the differences between prokaryotic and eukaryotic cells?</li> <li>- What is the structure of the plasma membrane?</li> <li>- What are the cellular organelles and their functions</li> </ul>	
<b>Content</b>	<p>-The chemistry of life  The unique chemical and physical properties of water  The role of carbon in the diversity of life  The structure of carbohydrates, lipids, protein and nucleic acids  The energy changes in the biochemical processes of organisms  The regulation of enzymes in chemical reactions  The structure of enzymes  The enzyme substrate model  The structure of prokaryotic and eukaryotic cells  The model of the plasma membrane  The diverse transport mechanisms of the plasma membrane  Cellular organelles and their functions</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Skills</b>	<p>Identify the molecules necessary for life  Describe the unique properties of water  Discuss the importance of carbon in all organisms  Differentiate the chemical structure of organic molecules e.g. lipids, proteins, carbohydrates and nucleic acids  Relate structure of these molecules to their functions  Explain how energy gets released from chemical reactions  Understand how enzymes work  Distinguish between prokaryotic and eukaryotic cells  Describe the structure and function of the plasma membrane  Identify the various means of transport across cell membranes  Identify the cellular organelles and relate to their function</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	

<b>Assessments</b>	-Homework/class work -Quiz -Test -Laboratories
<b>Interventions / differentiated instruction</b>	-Provide advanced notice of tests -Include hands-on activities -Provide material at student's level of functioning -Use multi sensory approach
<b>Inter-disciplinary Connections</b>	- Mathematical connections -Connection to English -Science and society -Scientific discoveries and the link to Ethics
<b>Lesson resources / Activities</b>	- Hands-on activities -Laboratories related to the subject matter -Word processing systems -Computer access

**2009 NJCCCS**

**Standard:**

**Strand(s):**

**Content Statement(s):**

**CPI # / CPI(s):**

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Science Curriculum**

<b>Unit Title:</b> The Cell Cycle, Structure and Function		<b>Unit # 2</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 4 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<p>What is the cell cycle and how is it regulated?          What is the importance of mitosis regarding the distribution of genetic info to new cells? --          What factors limit cell size?          What is the mechanism of cytokinesis?          How can errors in the cell cycle lead to tumor formation?          The role of ATP in anabolic and catabolic processes?          How does photosynthesis work? How does cellular respiration work to release energy?</p>	
<b>Content</b>	<p>The cell cycle and its regulation          The purpose of mitosis relative to the cell cycle          Mitosis and genetic continuity          Mitosis and cancer          The role of ATP in coupling anabolic and catabolic processes?          The role of chemiosmosis in bioenergetics          The breakdown of organic molecules by catabolic pathways          The role of oxygen in energy-yielding pathways          The generation of ATP in the absence of oxygen in cells          The conversion of light energy during photosynthesis          The manufacturing of carbohydrates by autotrophs</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Skills</b>	<p>Describe the stages of the cell cycle and how they are regulated</p> <ul style="list-style-type: none"> <li>• Discuss the purpose of mitosis and relate to asexual reproduction</li> <li>• Relate mitosis to genetic continuity in the offspring</li> <li>• Describe the events that lead to cancer; uncontrolled mitosis</li> <li>• Identify the role of ATP in all metabolic activities</li> <li>• Describe the breakdown of organic molecules to yield ATP</li> <li>• Relate the importance of oxygen to energy release</li> <li>• Describe the photosynthetic reaction</li> <li>• Compare and contrast photosynthesis to respiration</li> <li>• Distinguish between an</li> <li>•</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Homework/class work</li> <li>-Quiz</li> <li>-Test</li> <li>-Laboratories</li> </ul>	

<b>Interventions / differentiated instruction</b>	-Provide advanced notice of tests -Include hands-on activities -Provide material at student's level of functioning -Use multi sensory approach
<b>Inter-disciplinary Connections</b>	- Mathematical connections -Connection to English -Science and society -Scientific discoveries and the link to Ethics
<b>Lesson resources / Activities</b>	- Hands-on activities -Laboratories related to the subject matter -Word processing systems -Computer access

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**Pine Hill Public Schools  
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<b>Unit Title:</b> Principle of Inheritance		<b>Unit # 3</b>
<b>Course or Grade Level:</b> AP biology		<b>Length of Time:</b> 4 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<p>How do hereditary events control the passage of structural and functional information from one generation to the next?</p> <p>How does meiosis work?</p> <p>How is genetic information stored in eukaryotic chromosomes?</p> <p>What are the principal patterns of inheritance?</p> <p>What is the structure and function of RNA and DNA?</p> <p>What are the mechanisms of gene expression?</p> <p>How is genetic information altered?</p> <p>What does nucleic acid technology involve?</p> <p>What was the origin of biological macromolecules?</p> <p>What types of evidence support evolutionary theory?</p>	
<b>Content</b>	<p>Meiosis and gametogenesis</p> <ul style="list-style-type: none"> <li>• Features of meiosis in sexual reproduction</li> <li>• Meiosis and its relationship to heredity</li> <li>• Similarities and differences between gametogenesis in animals and gametogenesis in plants</li> <li>• Organization of genetic info in eukaryotes</li> <li>• Continuity and variability of genetic info</li> <li>• Mendel's contribution to modern genetics</li> <li>• Principal patterns of inheritance</li> <li>• Structure of RNA and DNA and their relationship to their function</li> <li>• Similarities and differences between prokaryotic and eukaryotic cells</li> </ul> <p>Mechanisms of gene expression in prokaryotes and eukaryotes</p> <ul style="list-style-type: none"> <li>• Alteration of genetic info</li> <li>• Recombinant nucleic acid technology</li> <li>• Practical applications of biotechnology</li> <li>• The origin of life</li> <li>• Evidence for evolution</li> <li>• Process of natural selection</li> <li>• Role of natural selection in heredity</li> <li>• Mechanisms for speciation</li> <li>• Different patterns of evolution</li> <li>• Macroevolution vs. microevolution</li> <li>•</li> </ul>	
<b>Skills</b>	<p>Describe the process of meiosis</p> <ul style="list-style-type: none"> <li>• Compare and contrast meiosis to mitosis</li> <li>• Relate meiosis to gametogenesis</li> <li>• Relate sexual reproduction to heredity</li> <li>• Compare and contrast gametogenesis in plants and animals organized into chromosomes</li> <li>• Sample Mendelian patterns of inheritance</li> <li>• Complete problems describing the principal patterns of inheritance</li> </ul>	

	<ul style="list-style-type: none"> <li>• Compare and contrast the structure and function of DNA to RNA</li> <li>• Differentiate between prokaryotic and eukaryotic hereditary material</li> <li>• Identify ways that genetic information can be altered</li> <li>• Discuss the modern recombinant nucleic acid techniques</li> <li>• Relate biotechnology to modern issues</li> <li>• Describe the probable origin of life</li> <li>• List and describe the evidence for</li> <li>•</li> </ul>
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Homework/class work</li> <li>-Quiz</li> <li>-Test</li> <li>-Laboratories</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>-Provide advanced notice of tests</li> <li>-Include hands-on activities</li> <li>-Provide material at student's level of functioning</li> <li>-Use multi sensory approach</li> </ul>
<b>Inter- disciplinary Connections</b>	<ul style="list-style-type: none"> <li>- Mathematical connections</li> <li>-Connection to English</li> <li>-Science and society</li> <li>-Scientific discoveries and the link to Ethics</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>- Hands-on activities</li> <li>-Laboratories related to the subject matter</li> <li>-Word processing systems</li> <li>-Computer access</li> </ul>

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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools  
Science Curriculum**

<b>Unit Title:</b> Taxonomy: Classification of Plants and Animals		<b>Unit # 4</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 4 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<p>How are organisms classified?</p> <p>What are the 3 domains?</p> <p>What are the 6 kingdoms?</p> <p>Who are the representative members of these 6 kingdoms?</p> <p>What is the relationship that all organisms have to each other?</p> <p>What is the great diversity amongst all organisms?</p> <p>What are the major body plans of plants and animals?</p> <p>What are the distinguishing characteristics of each phyla?</p>	
<b>Content</b>	<p>Description of the 3 domains</p> <p>Description of the 6 kingdoms</p> <p>Major body design of the members in the 6 kingdoms</p> <p>Representative organisms from Monera, Fungi, Protista, Plant and Animal kingdom</p> <p>Characteristics of members of the 6 kingdoms</p> <p>Evidence that organisms are related to each other?</p> <p>Study of evolutionary relationships</p> <p>Classification system</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Skills</b>	<p>Name and describe the members of the 3 domains</p> <p>Name and describe the members of the 6 kingdoms</p> <p>Describe the body design of members belonging in each of the 6 kingdoms</p> <p>Characterize the members of the phyla belonging to these kingdoms</p> <p>Locate and identify the evidence that supports relationships between these members</p> <p>Describe phylogeny and its usefulness in evolution</p> <ul style="list-style-type: none"> <li>• List the divisions in our current classification system</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Homework/class work</li> <li>-Quiz</li> <li>-Test</li> <li>-Laboratories</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>-Provide advanced notice of tests</li> <li>-Include hands-on activities</li> <li>-Provide material at student's level of functioning</li> <li>-Use multi sensory approach</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>- Mathematical connections</li> <li>-Connection to English</li> <li>-Science and society</li> <li>-Scientific discoveries and the link to Ethics</li> </ul>	



<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>- Hands-on activities</li> <li>-Laboratories related to the subject matter</li> <li>-Word processing systems</li> <li>-Computer access</li> </ul>						
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**Pine Hill Public Schools  
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<b>Unit Title:</b> Reproduction in plants and Animals		<b>Unit # 5</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 4 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<p>What are the patterns of reproduction and development in plants and animals and how are they regulated?</p> <p>What is the adaptive significance of alternation of generations?</p> <p>How are cells, tissues and organs organized</p> <p>How is structure and function related in the various organ systems?</p> <p>What adaptive features contributed to the success of various plants and animals on land?</p>	
<b>Content</b>	<p>Body plans of plants and animals</p> <p>Patterns of reproduction and development in plants and animal</p> <p>Differences between asexual and sexual reproduction</p> <p>Regulation of reproduction and development in plants and animals</p> <p>Organization of cells, tissues, organs into systems</p> <p>Interaction of various systems</p> <p>Adaptive features for terrestrial organisms</p> <p>Interaction of organisms with their environment</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Skills</b>	<p>Compare and contrast the various body plans amongst plants and animals</p> <p>Identify the basic patterns of reproduction and development in both plants and animals</p> <p>Distinguish between asexual and sexual reproduction and their purposes</p> <p>Describe how reproduction is regulated within the organism</p> <p>Discuss the levels of organization in both plants and animals</p> <p>Describe how various tissues, organs and body systems interact to maintain homeostasis</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Homework/class work</li> <li>-Quiz</li> <li>-Test</li> <li>-Laboratories</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>-Provide advanced notice of tests</li> <li>-Include hands-on activities</li> <li>-Provide material at student's level of functioning</li> <li>-Use multi sensory approach</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>- Mathematical connections</li> <li>-Connection to English</li> <li>-Science and society</li> <li>-Scientific discoveries and the link to Ethics</li> </ul>	

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>- Hands-on activities</li> <li>-Laboratories related to the subject matter</li> <li>-Word processing systems</li> <li>-Computer access</li> </ul>
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**21<sup>st</sup> Century Skills**

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**Pine Hill Public Schools  
Science Curriculum**

<b>Unit Title:</b> How Animals Work		<b>Unit # 6</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 8 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>-What are the basic types of tissues common to almost all animals</li> <li>-What is neural control and how is it essential to animal function?</li> <li>-How is sensory reception important to animal survival?</li> <li>-What is the structure and function of an animal's structural support?</li> <li>- How does an animal regulate it's internal environment?</li> <li>-What are the principles of animal reproduction and development?</li> <li>-How does the human body fight disease and infection?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>- Animal tissues and organ system</li> <li>-Neural tissues</li> <li>-Sensory reception</li> <li>-Endocrine control</li> <li>-Structural support and movement</li> <li>-Circulation</li> <li>-Immunity</li> <li>-Respiration</li> <li>-Digestion and human nutrition</li> <li>-The internal environment</li> <li>-Human reproduction and development</li> <li>•</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Identify all body systems and list the function of each</li> <li>-Describe the role of sensory reception in animal survival</li> <li>-List the major functions of the Nervous system</li> <li>-Compare and contrast the major components of blood</li> <li>-Summarize the role of respiration</li> <li>-List the three main functions of the digestive system</li> <li>-Explain the role of the Endocrine system in maintaining homeostasis</li> <li>-Summarize the structures of the reproductive system</li> <li>-Describe the stages of human growth from infancy to adulthood</li> <li>•</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Homework/class work</li> <li>-Quiz</li> <li>-Test</li> <li>-Laboratories</li> </ul>	

<b>Interventions / differentiated instruction</b>	-Provide advanced notice of tests -Include hands-on activities -Provide material at student's level of functioning -Use multi sensory approach
<b>Inter-disciplinary Connections</b>	- Mathematical connections -Connection to English -Science and society -Scientific discoveries and the link to Ethics
<b>Lesson resources / Activities</b>	- Hands-on activities -Laboratories related to the subject matter -Word processing systems -Computer access

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<b>Unit Title:</b> Principle of Ecology		<b>Unit # 7</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 4 weeks
<b>Pacing</b>		
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>- What are Demographics?</li> <li>- What is the difference between Exponential and Linear growth?</li> <li>-How does competition relate to patterns of survival and reproduction?</li> <li>- What are the major effects of Human population growth?</li> <li>-Which factors shape a community structure?</li> <li>-What are the three types of Mutualistic relationships?</li> <li>- How does co-evolution influence Predator-Prey relationships?</li> <li>- What are the major step in ecological succession?</li> <li>-What is an ecosystem?</li> <li>-How do food-webs effect the stability of an ecosystem?</li> <li>-What are the major Bio-chemical cycles?</li> <li>-What is the Biosphere and its components?</li> <li>-What are the major animal behaviors and how do they aid animal survival?</li> </ul>	
<b>Content</b>	<p>Body plans of plants and animals</p> <p>Patterns of reproduction and development in plants and animal</p> <p>Differences between asexual and sexual reproduction</p> <p>Regulation of reproduction and development in plants and animals</p> <p>Organization of cells, tissues, organs into systems</p> <p>Interaction of various systems</p> <p>Adaptive features for terrestrial organisms</p> <ul style="list-style-type: none"> <li>• Interaction of organisms with their environment</li> </ul>	
<b>Skills</b>	<p>Compare and contrast the various body plans amongst plants and animals</p> <p>Identify the basic patterns of reproduction and development in both plants and animals</p> <p>Distinguish between asexual and sexual reproduction and their purposes</p> <p>Describe how reproduction is regulated within the organism</p> <p>Discuss the levels of organization in both plants and animals</p> <p>Describe how various tissues, organs and body systems interact to maintain homeostasis</p> <p>Relate the adaptive features of terrestrial organisms to their success on land</p> <ul style="list-style-type: none"> <li>• Describe the various ways in which organisms interact with the environment</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-Homework/class work</li> <li>-Quiz</li> <li>-Test</li> <li>-Laboratories</li> </ul>	

<b>Interventions / differentiated instruction</b>	-Provide advanced notice of tests -Include hands-on activities -Provide material at student's level of functioning -Use multi sensory approach
<b>Inter-disciplinary Connections</b>	- Mathematical connections -Connection to English -Science and society -Scientific discoveries and the link to Ethics
<b>Lesson resources / Activities</b>	- Hands-on activities -Laboratories related to the subject matter -Word processing systems -Computer access

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<b>Unit Title:</b> Interactions of Biotic and Abiotic factors on Earth		<b>Unit # 8</b>
<b>Course or Grade Level:</b> AP Biology		<b>Length of Time:</b> 4 weeks
<b>Essential Questions</b>	<p>What are the responses of plants and animals to environmental cues, and how do hormones mediate the?</p> <p>What models are useful in describing the growth of a population?</p> <p>How is population size regulated by abiotic and biotic factors?</p> <p>How is energy flow through an ecosystem related to trophic levels?</p> <p>How do certain elements cycle through ecosystems?</p> <p>How do organisms affect the cycling of elements and water through the</p>	
<b>Content</b>	<p>What are the responses of plants and animals to environmental cues, and how do hormones mediate the?</p> <p>What models are useful in describing the growth of a population?</p> <p>How is population size regulated by abiotic and biotic factors?</p> <p>How is energy flow through an ecosystem related to trophic levels?</p> <p>How do certain elements cycle through ecosystems?</p> <p>How do organisms affect the cycling of elements and water through the biosphere?</p> <p>How do biotic and abiotic factors affect community structure and ecosystem function?</p> <p>In which ways are humans affecting biogeochemical cycles?</p>	
<b>Skills</b>	<p>The structure and function of hormones</p> <p>Plant and animal responses to the environment</p> <p>Population model to predict growth</p> <p>Affect of biotic and abiotic factors on a population</p> <p>Energy flow through the trophic levels</p> <p>Cycling of carbon, nitrogen, phosphorus, sulfur and oxygen in an ecosystem</p> <p>Organisms affect on the cycling of these elements and water in the biosphere</p> <p>The affect of biotic and abiotic factors on community and ecosystem structure</p> <ul style="list-style-type: none"> <li>• Global issues e.g. humans affecting biogeochemical cycles</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>-Use of graphs</li> <li>- Creation and usage of data tables</li> <li>- Use of Graphing Calculators</li> <li>-graph of graphs and charts</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>-homework/class work</li> <li>-quiz</li> <li>-test</li> <li>-Inquiry lab on scientific method</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>-Provide advanced notice of tests</li> <li>-Include hands-on activities</li> <li>-Provide material at student's level of functioning</li> <li>-Use multi sensory approach</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>- Mathematical connections</li> <li>-Connection to English</li> <li>-Science and society</li> <li>-Scientific discoveries and the link to Ethics</li> </ul>	



<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>- Hands-on activities</li> <li>-Laboratories related to the subject matter</li> <li>-Word processing systems</li> <li>-Computer access</li> </ul>
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**2009 NJCCCS**

**Standard:**

**Strand(s):**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>

**21st Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	