

## **South Carolina College- and Career-Ready Science Standards 2021 Biology Content Alignment for High School Courses**

This document provides the course alignment for the Performance Expectations (PEs) from the Biology Content of the South Carolina College- and Career-Ready Science Standards 2021 (SC CCR Science Standards 2021). The PEs listed for each course are not sequenced for instruction. The three-dimensional standards describe a small number of disciplinary core ideas, so all students learn what is most important for proficiency in the discipline at a particular level. In accordance with the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessment.

Through the biology performance expectations, students demonstrate course-appropriate proficiency in each of three dimensions. When students explore Disciplinary Core Ideas (Dimension 3), they will do so by engaging in Science and Engineering Practices (Dimension 1) and should be supported in making connections to the Crosscutting Concepts (Dimension 2) to link their understanding across the four disciplinary core domains. Each performance expectation contains one SEP and one CCC to be assessable and represents the student performance goal for the end of instruction; however, other SEPs and CCCs should be applied by students to support their progress leading up to the end of instruction.

### **Biology 1**

The PEs aligned to the course Biology 1, as assessed by the End of Course Examination Program (EOCEP), are:

- [B-LS1-1](#)
- [B-LS1-4](#)
- [B-LS1-5](#)
- [B-LS1-6](#)
- [B-LS1-7](#)
- [B-LS2-1](#)
- [B-LS2-5](#)
- [B-LS2-7](#)
- [B-LS3-2](#)
- [B-LS3-3](#)
- [B-LS4-1](#)
- [B-LS4-2](#)
- [B-LS4-4](#)
- [B-LS4-5](#)

## **Biology 2**

The PEs aligned to the course Biology 2 include four repeated from Biology 1. The expectation is that, through their Biology 2 coursework, students build upon the foundational knowledge developed in Biology 1 to deepen their understanding of the content. Teachers have the flexibility to enrich student learning as best fits the needs and interests of their student population. Biology 2 is not assessed by EOCEP. The PEs aligned to Biology 2 are:

- [B-LS1-1](#) (repeat)
- [B-LS2-2](#)
- [B-LS2-3](#)
- [B-LS2-4](#)
- [B-LS2-6](#)
- [B-LS2-8](#)
- [B-LS3-1](#)
- [B-LS3-2](#) (repeat)
- [B-LS3-3](#) (repeat)
- [B-LS4-1](#) (repeat)
- [B-LS4-3](#)
- [B-LS4-6](#)

## **Anatomy & Physiology**

Teachers have the flexibility to enrich student learning as best fits the needs and interests of their student population. Anatomy & Physiology is not assessed by EOCEP. The PEs aligned to the course Anatomy & Physiology are:

- [B-LS1-2](#)
- [B-LS1-3](#)