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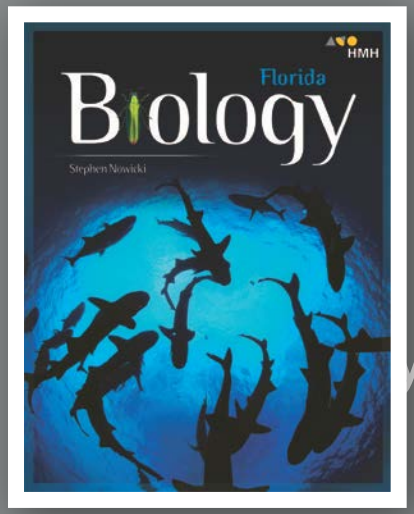
Correlation to the Florida Course Description for Biology 1 Course Code 2000310



HMH Florida Biology
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STANDARDS ALIGNMENT
COURSE STANDARDS/BENCHMARKS (Form IM7)

BID ID:	**3262**
SUBMISSION TITLE:	**HMH Florida Biology ©2019**
GRADE LEVEL:	**9–12**
COURSE TITLE:	**Biology 1**
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BENCHMARK CODE	BENCHMARK	LESSONS WHERE STANDARD/BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL (MOST IN-DEPTH COVERAGE LISTED FIRST) (Include the student edition and teacher edition with the page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
SC.912.E.7.1	Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.	**SE:** 404–410, 415, 416 **TE:** 404–410, 415, 416 **Science Standards Guide:** **SE:** 1-2 **TE:** 1-4
SC.912.L.14.1	Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.	**SE:** 70–71 **TE:** 70–71 **Science Standards Guide:** **SE:** 3-4 **TE:** 5-8

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SC.912.L.14.2	Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).	SE: 73–79, 81–84, 85–87, 88, 89–91, 95, 96 **TE:** 73–79, 81–84, 85–87, 88, 89–91, 95, 96 **Science Standards Guide** **SE:** 5-6 **TE:** 9-12 **Online Labs:** Comparing Cells (Section 3.2); Chapter **Virtual Lab**: Transport Across Cell Membrane
SC.912.L.14.3	Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.	**SE:** 72, 73–79, 81–84, 95, 102, 112 **TE:** 72, 73–79, 81–84, 95, 102, 112 **Science Standards Guide:** **SE:** 7-8 **TE:** 13-16 **Online Lab:** Comparing Cells (Section 3.2)
SC.912.L.14.4	Compare and contrast structure and function of various types of microscopes.	**SE:** 22-26 **TE:** 22-26 **Science Standards Guide:** **SE:** 9-10 **TE:** 17-20
SC.912.L.14.6	Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.	**SE:** 65, 142–143, 156–157, 193–195, 199, 204–205, 280–281, 382–383, 556–557, 561–563, 564–566, 575–577, 590, 607, 810-814, 818, 830-833 **TE:** 65, 142–143, 156–157, 193–195, 199, 204–205, 280–281, 382–383, 556–557, 561–563, 564–566, 575–577, 590, 607, 810-814, 818, 830-833 **Science Standards Guide:** SE: 11-12 TE: 21-24 **Online Lab:** Viruses and Cancer (Section 19.3)

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SC.912.L.14.7	Relate the structure of each of the major plant organs and tissues to physiological processes.	**SE:** 106–109, 112–113, 617–619, 642–644, 645–648, 650–653, 654–657 **TE:** 106–109, 112–113, 617–619, 642–644, 645–648, 650–653, 654–657 **Science Standards Guide:** SE: 13-14 TE: 25-28
SC.912.L.14.26	Identify the major parts of the brain on diagrams or models.	**SE:** 818–819, 831-832 **TE:** 818–819, 831-832 **Science Standards Guide:** SE: 15-16 TE: 29-32
SC.912.L.14.36	Describe the factors affecting blood flow through the cardiovascular system.	**SE:** 782–785, 786–788, 789–792, 794–796 **TE:** 782–785, 786–788, 789–792, 794–796 **Science Standards Guide:** SE: 17-18 TE: 33-36
SC.912.L.14.52	Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.	**SE:** 815–818, 820–824, 825–826 **TE:** 815–818, 820–824, 825–826 **Science Standards Guide:** SE: 19-20 TE: 37-40

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SC.912.L.15.1	Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.	**SE:** 298–304, 306–309, 348–351, 353–355 **TE:** 298–304, 306–309, 348–351, 353–355 **Science Standards Guide:** SE: 21-22 TE: 41-44 **Online Lab:** Biochemical Evidence for Evolution (Section 10.5) **Online Teacher Resources:** Chapter 10 — Homologous Structure Diagrams and Homeobox Genes Diagram
SC.912.L.15.4	Describe how and why organisms are hierarchically classified and based on evolutionary relationships.	**SE:** 532–535, 538–542, 543, 544–546, 585, 616–617, 621–626, 629–631, 647–650 **TE:** 532–535, 538–542, 543, 544–546, 585, 616–617, 621–626, 629–631, 647–650 **Science Standards Guide:** SE: 23-25 TE: 45-49 **Online Labs:** Creating a Dichotomous Key for Limpet Shells (Section 17.1); The Linnaean System of Classification (Section 17.1) **Video Lab:** Dichotomous Keys (Section 17.1) **Virtual Investigation:** Using a Key to Classify (Chapter 17) **That's Amazing! Video-Based Inquiry:** Guitar Fish (Chapter 17)
SC.912.L.15.5	Explain the reasons for changes in how organisms are classified.	**SE:** 547–549, 670-671 **TE:** 547–549, 670-671 **Science Standards Guide:** SE: 23-25 TE: 45-49

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SC.912.L.15.6	Discuss distinguishing characteristics of the domains and kingdoms of living organisms.	**SE:** 548–549, 568–569, 584–586, 591–595, 597–598, 599–604, 621–626, 628–631, 664–666, 667–672 **TE:** 548–549, 568–569, 584–586, 591–595, 597–598, 599–604, 621–626, 628–631, 664–666, 667–672 **Science Standards Guide:** SE: 26-27 TE: 50-53
SC.912.L.15.8	Describe the scientific explanations of the origin of life on Earth.	**SE:** 356–361, 362–366, 368–370 **TE:** 356–361, 362–366, 368–370 **Science Standards Guide:** SE 28-29 TE 54-57
SC.912.L.15.10	Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.	**SE:** 371–377 **TE:** 371–377 **Science Standards Guide:** SE: 30-31 TE: 58-61 **Online Lab**: Comparing Indexes Among Primates (Section 12.6)
SC.912.L.15.13	Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.	**SE:** 12–13, 292–297, 318–321 **TE:** 12–13, 292–297, 318–321 **Science Standards Guide:** SE: 32-33 TE: 62-65 **Video Lab (and Video Lab Skillsheet):** Natural Selection Simulation (Section 10.3)

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SC.912.L.15.14	Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.	**SE:** 323–326, 327, 328–331, 332–334, 335–341 **TE:** 323–326, 327, 328–331, 332–334, 335–341 **Science Standards Guide:** SE: 34-35 TE: 66-69 **Video Lab (and Video Lab Skillsheet):** Genetic Drift (Section 11.3)
SC.912.L.15.15	Describe how mutation and genetic recombination increase genetic variation.	**SE:** 183–185, 244–247, 290–291, 316–317, 332–333 **TE:** 183–185, 244–247, 290–291, 316–317, 332–333 **Science Standards Guide:** SE: 36-37 TE: 70-73
SC.912.L.16.1	Use Mendel's laws of segregation and independent assortment to analyze patterns of inheritance.	**SE:** 171–173, 174–176, 177–181 **TE:** 171–173, 174–176, 177–181 **Science Standards Guide:** SE: 38-39 TE: 74-77 **Online Lab:** Probability Practice (Section 6.3)
SC.912.L.16.2	Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.	**SE:** 174–176, 192–195, 196–199, 201–203 **TE:** 174–176, 192–195, 196–199, 201–203 **Science Standards Guide:** SE: 40-41 TE: 78-81 **Online Labs:** Modeling Monohybrid and Dihybrid Crosses (Section 6.5); Alleles Combinations and Punnett Squares (Section 6.5)

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SC.912.L.16.3	Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.	**SE:** 222–223, 225–228 **TE:** 222–223, 225–228 **Science Standards Guide:** SE: 42-43 TE: 82-85
SC.912.L.16.4	Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.	**SE:** 244-247 **TE:** 244-247 **Science Standards Guide:** SE: 44-46 TE: 86-90
SC.912.L.16.5	Explain the basic processes of transcription and translation, and how they result in the expression of genes.	**SE:** 229–232, 233–237, 238–243 **TE:** 229–232, 233–237, 238–243 **Science Standards Guide:** SE: 47-48 TE: 91-94 **Online Lab:** Chapter 8 Virtual Investigation: DNA, RNA, and Gene Expression
SC.912.L.16.8	Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.	**SE:** 140–143, 244–247 **TE:** 140–143, 244–247 **Science Standards Guide:** SE: 49-50 TE: 95-98

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SC.912.L.16.9	Explain how and why the genetic code is universal and is common to almost all organisms.	**SE:** 216–218, 220–223 **TE:** 216–218, 220–223 **Science Standards Guide:** SE: 42-43 TE: 82-85
SC.912.L.16.10	Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.	**SE:** 28–31, 149–151, 156–157, 254–257, 259–261, 262–264, 265–269, 270–273, 274–275, 277–278, 280–282 **TE:** 28–31, 149–151, 156–157, 254–257, 259–261, 262–264, 265–269, 270–273, 274–275, 277–278, 280–282 **Science Standards Guide:** SE: 51-52 TE: 99-102 **Online Labs:** Forensics Lab: DNA Fingerprinting (Section 9.3); Genetic Engineering (Section 9.4); Genetic Screening (Section 9.6)
SC.912.L.16.13	Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.	**SE:** 840–842, 843–848, 850–855, 856–859, 861–862 **TE:** 840–842, 843–848, 850–855, 856–859, 861–862 **Science Standards Guide:** SE: 53-54 TE: 103-106
SC.912.L.16.14	Describe the cell cycle, including the process of mitosis. Explain the role of mitosis in the formation of new cells and its importance in maintaining chromosome number during asexual reproduction.	**SE:** 130–133, 134–138, 144–146, 153–154 **TE:** 130–133, 134–138, 144–146, 153–154 **Science Standards Guide:** SE: 55-56 TE: 107-110 **Online Labs:** Animating Mitosis (Section 5.2); Mitosis in Onion Root Cells (Section 5.2)

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SC.912.L.16.16	Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.	**SE:** 162–165, 167–170, 180, 183–185, 187–188 **TE:** 162–165, 167–170, 180, 183–185, 187–188 **Science Standards Guide:** SE: 57-58 TE: 111-114 **Online Labs:** Modeling Meiosis (Section 6.2); Chapter 6 Virtual Investigation: Phases of Meiosis
SC.912.L.16.17	Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.	**SE:** 164, 165 **TE:** 164, 165 **Science Standards Guide:** SE: 59-60 TE: 115-118 **Online Labs:** STEM Lab: Modeling Meiosis in Chromosomes (Section 6.6); Chapter 6 Virtual Lab: Breeding Mutations in Fruit Flies
SC.912.L.17.2	Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.	**SE:** 458–460, 461–464, 468 **TE:** 458–460, 461–464, 468 **Science Standards Guide:** SE: 61-62 TE: 119-122 **Animations:** Section 15.4 Animated Biology: *Where Do They Live?* ; and **Online Lab:** Winter Water Chemistry (Section 15.5)

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SC.912.L.17.4	Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	**SE:** 394–396, 437–439, 442, 448–451, 452–457 **TE:** 394–396, 437–439, 442, 448–451, 452–457 **Science Standards Guide:** **SE:** 63-64 **TE:** 123-126 **Online Lab:** Chapter 16 Virtual Lab: Carbon Dioxide and Global Warming
SC.912.L.17.5	Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.	**SE:** 388–389, 394–396, 428–431, 432–436, 446–447 **TE:** 388–389, 394–396, 428–431, 432–436, 446–447 **Science Standards Guide:** SE: 65-66 TE: 127-130 **Online Lab:** Predator-Prey Interactions (Section 14.4) **Online Graphing Calculator Activity:** Chapter 14 Smart Grapher Interactive: *Population Growth and Carrying Capacity*
SC.912.L.17.8	Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	**SE:** 436, 486–489 **TE:** 436, 486–489 **Science Standards Guide:** **SE:** 67-68 **TE:** 131-134 **Online Labs:** Challenge Lab: Modeling the Effects of Habitat Fragmentation (Section 16.4); Biotechnology Lab: Investigating How Pollution Affects Plant Life (Section 16.3)

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SC.912.L.17.9	Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.	**SE:** 398–399, 402–403, 411–413 **TE:** 398–399, 402–403, 411–413 **Science Standards Guide:** SE: 69-70 TE: 135-138 **Online Lab:** Chapter 15 Virtual Investigation: Ecosystems and Energy Models
SC.912.L.17.11	Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	**SE:** 473–475, 476–480, 482–484 **TE:** 473–475, 476–480, 482–484 **Science Standards Guide:** **SE:** 71-72 **TE:** 139-142
SC.912.L.17.13	Discuss the need for adequate monitoring of environmental parameters when making policy decisions.	**SE:** 475, 490–493 **TE:** 475, 490–493 **Science Standards Guide:** **SE:** 73-74 **TE:** 143-146
SC.912.L.17.20	Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	**SE:** 472–475, 476–480, 490–493, 495, 496 **TE:** 472–475, 476–480, 490–493, 495, 496 **Science Standards Guide:** SE: 75-76 TE: 147-150

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SC.912.L.18.1	Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.	**SE:** 38–41, 46–50 **TE:** 38–41, 46–50 **Science Standards Guide:** SE: 77-78 TE: 151-154 **Online Lab:** Chapter 2 Virtual Investigation: *Macromolecules of Life*
SC.912.L.18.7	Identify the reactants, products, and basic functions of photosynthesis.	**SE:** 52, 101–103, 106–110 **TE:** 52, 101–103, 106–110 **Science Standards Guide:** SE: 79-80 TE: 155-158 **Videos:** Chapter 4 That's Amazing! Video- Based Inquiry*: Lungs of the Planet*
SC.912.L.18.8	Identify the reactants, products, and basic functions of aerobic and anaerobic cellular respiration.	**SE:** 111–113, 115–119, 120–123 **TE:** 111–113, 115–119, 120–123 **Science Standards Guide:** SE: 81-82 TE: 159-162 **Animations:** Section 4.4 Animated Biology: *Cellular Respiration*
SC.912.L.18.9	Explain the interrelated nature of photosynthesis and cellular respiration.	**SE:** 112-113, 119 **TE:** 112-113, 119 **Science Standards Guide:** SE: 83-84 TE: 163-166 **Online Lab:** Chapter 4 Virtual Investigation: *Photosynthesis and Cellular Respiration*

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SC.912.L.18.10	Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.	**SE:** 98–100 **TE:** 98–100 **Science Standards Guide:** SE: 85-86 TE: 167-170
SC.912.L.18.11	Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.	**SE:** 52–55, 56–58 **TE:** 52–55, 56–58 **Science Standards Guide:** **SE**: 87-88 **TE:** 171-174 **Online Labs:** Enzymatic Activity (Section 2.5); Enzymes (Section 2.5)
SC.912.L.18.12	Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.	**SE:** 42–45 **TE:** 42–45 **Science Standards Guide:** SE: 89-90 TE: 175-178

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SC.912.N.1.1	Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: **1. Pose questions about the natural world** , (Articulate the purpose of the investigation and identify the relevant scientific concepts). **2.Conduct systematic observations,** (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines). **3. Examine books and other sources of information to see what is already known,** **4. Review what is known in light of empirical evidence,** (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models). **5. Plan investigations,** (Design and evaluate a scientific investigation). **6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs),** (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage). **7. Pose answers, explanations, or descriptions of events,** **8. Generate explanations that explicate or describe natural phenomena (inferences),** **9. Use appropriate evidence and reasoning to justify these explanations to others,** **10. Communicate results of scientific investigations, and** **11. Evaluate the merits of the explanations produced by others.**	This Benchmark is covered throughout the program. The following are some of the many examples: **SE:** 24, 51, 80, 83,114, 122, 138, 143, 166, 179, 194, 202, 224, 228, 268, 272, 296, 303, 325, 327, 367, 375, 391, 393, 430, 434, 450, 451, 484, 485, 539, 543, 558, 572, 589, 596, 624, 632, 651, 656, 689, 760, 769, 797, 813, 817, 857, 854 **TE:** 24, 51, 80, 83,114, 122, 138, 143, 166, 179, 194, 202, 224, 228, 268, 272, 296, 303, 325, 327, 367, 375, 391, 393, 430, 434, 450, 451, 484, 485, 539, 543, 558, 572, 589, 596, 624, 632, 651, 656, 689, 760, 769, 797, 813, 817, 857, 854 **Science Standards Guide:** **SE: 7**-8, 34-56, 61-62, 75-76, **TE:** 13-16, 54-57, 119-122,147-150 **Online Labs:** The Benchmark is addressed throughout the lab program. See, for example, the following: **Open Inquiry Labs:** Chemical Reactions (2.4); Aquatic Primary Productivity (15.5); Water Quality (16.3); Interactions Among Systems (24.3) **Design Your Own:** Monitoring Bird Populations (14.1); Acid Rain (16.2); Winter Water Chemistry (15.5)
SC.912.N.1.3	Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.	SE: 216–218, 286–289 TE: 216–218, 286–289
SC.912.N.1.4	Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	**Online Labs:** Diffusion Across a Membrane (3.4); Rates of Photosynthesis (4.2); Abiotic Factors and Plant Growth (13.2)

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SC.912.N.1.6	Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	**SE:** 290–291, 303 **TE:** 290–291, 303
SC.912.N.2.1	Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).	**SE:** 15–19 **TE:** 15–19
SC.912.N.2.2	Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	**SE:** 15–17 **TE:** 15–17
SC.912.N.3.1	Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.	**SE:** 18-19, 306-309 **TE:** 18-19, 306-309
SC.912.N.3.4	Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.	**SE:** 18–19 **TE:** 18–19
LAFS.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	**SE:** 218 (#5); 524 (#36) **TE:** 90 (Pre-AP activity); 506 (Pre-AP activity) **Science Standards Guide:** **SE:** 28-29, 51–52 **TE:** 54-57, 99–102 **Online Lab:** Exploring Dog Genetics and Evolution (Section 11.5); Biology in the News (Section 1.5) **Online Resources:** **Worksheets:** Chapter 12 Pre-AP Activity Worksheet: The Flores Hobbit Controversy; Unit 1 Project **Videos**: Chapter 12 That's Amazing! Video-Based Inquiry: *Crafty Cavemen* ; Chapter 12 That's Amazing! Video-Based Inquiry: *Killer Kitties*

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LAFS.910.RST.1.2	Determine the central ideas 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.	**SE:** 113 (#2); 123 (#2), 248 (Reading Toolbox); 261 (#2); 648 (#4); 658 (Reading Toolbox); 781 (Reading Toolbox); 839 (Reading Toolbox) **TE:** 559 (Differentiated Instruction); 666 (Reteach); 815 (Differentiated Instruction—Below Level); 843 (Differentiated Instruction—Below Level) **Science Standards Guide:** **SE:** 28-29 **TE:** 54-57 **Online Resources:** **Chapter Worksheets:** Chapter 2 Active Reading Worksheet: Chemistry of Life, Items #1–2; Chapter 4 Active Reading Worksheet: Photosynthesis, Item #1; Chapter 12 Active Reading Worksheet: Primate Evolution, Items #1–2; Chapter 17 Active Reading Worksheet: Animal Behavior, Items #1–2; Chapter 18 Active Reading; Worksheet: Classification of Organisms, Item #1; Chapter 26 Active Reading Worksheet: Nervous System and Sense Organs, Items #1–2 **Online Lab**: Biology in the News (Section 1.5) **Teacher Resources—Chapter Tests:** Chapter 9 Alternative Assessment **Online Multimedia Labs and Activities:** Chapter 19 WebQuest: Antibiotics in Agriculture
LAFS.910.RST.1.3	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.	This standard is covered throughout the lab progra. The following are some of the many examples: **Online Labs:** Manipulating Independent Variables (1.3); Testing pH (2.2); Enzymatic Activity (2.5); Comparing Cells (3.2); Cellular Respiration (4.4); Extracting DNA (8.1); Modeling Forensics (9.1); Modeling Alleles (11.3) **Science Standards Guide:** **SE:** 7-8, 34-56, 61-62, 75-76 **TE:** 13-16, 54-57, 119-122,147-150

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LAFS.910.RST.2.4	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.	**SE:** 33 (#7-#8); 61 (#7-9); 125 (#7-9); 153 (#8-10); 187 (#6-8); 211 (#7-8); 249 (#5-7); 277 (#8-9); 415 (#6-9); 441 (#10-11); 467 (#8-12); 495 (#5-7); 523 (#8-12); 551 (#6-7); 579 (#7-10); 611 (#7-8); 637 (#7-12); 659 (#6-9); 691 (#9-13); 719 (#7-11); 743 (#9-12); 777 (#4-10); 805 (#9-12); 835 (#4-9) **TE:** 33 (#7-#8); 61 (#7-9); 125 (#7-9); 153 (#8-10); 187 (#6-8); 211 (#7-8); 249 (#5-7); 277 (#8-9); 415 (#6-9); 441 (#10-11); 467 (#8-12); 495 (#5-7); 523 (#8-12); 551 (#6-7); 579 (#7-10); 611 (#7-8); 637 (#7-12); 659 (#6-9); 691 (#9-13); 719 (#7-11); 743 (#9-12); 777 (#4-10); 805 (#9-12); 835 (#4-9) **Online Student Resources—Vocabulary Practice Worksheets:** Chapter 11 Vocabulary Practice Worksheet: Exercise B; Chapter 13 Vocabulary Practice Worksheet: Exercise C; Chapter 17 Vocabulary Practice Worksheet: Exercise A; Chapter 18 Vocabulary Practice Worksheet: Exercise B; Chapter 27 Vocabulary Practice Worksheet: Exercise A **Online Teacher Tools—Teacher Toolkit:** Section D—Vocabulary Strategies, Worksheets D25–D31
LAFS.910.RST.2.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	**SE:** 32 (Reading Toolbox); 61 (#1-6); 113 (#3); 311 (#1-5); 551 (#1-3); 637 (#1-6); 805 (#1-8) **TE:** 32 (Reading Toolbox); 61 (#1-6); 113 (#3); 311 (#1-5); 551 (#1-3); 637 (#1-6); 805 (#1-8) **Science Standards Guide:** **SE:** 28-29 **TE:** 54-57 Online Chapter Worksheets: Chapter 6 Vocabulary Practice Worksheet: Exercise D; Chapter 12 Vocabulary Practice Worksheet: Exercise B; Chapter 14 Vocabulary Practice Worksheet: Exercise C; Chapter 16 Vocabulary Practice Worksheet: Exercise D; Chapter 17 Vocabulary Practice Worksheet: Exercise C; Chapter 20 Vocabulary Practice Worksheet: Exercise C; Chapter 21 Vocabulary Practice Worksheet: Exercise D; Chapter 22 Vocabulary Practice Worksheet: Exercise C; Chapter 25 Vocabulary Practice Worksheet: Exercise B; Chapter 27 Vocabulary Practice Worksheet: Exercise F **Online Teacher Resources—Chapter Tests:** Chapter 9 Alternative Assessment
LAFS.910.RST.2.6	Analyze 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.	**TE:** 158 (BioZine), 528 (Biozine) **Science Standards Guide:** **SE:** 28-29 **TE:** 54-57 **Online Lab:** Biology in the News (Section 1.5) **Online Multimedia Labs and Activities**: Unit 2 BioZine; Unit 5 BioZine

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LAFS.910.RST.3.7	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.	**SE:** 62 (#30); 380 (#28); 468 (#32); 494 (Reading Toolbox—Process Diagram); 604 (#4) **TE:** 78 (Pre-AP activity)
LAFS.910.RST.3.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	**SE:** 836 (#34-35) **TE:** 158 (BioZine) **Science Standards Guide:** **SE:** 9–10, 21–22, 28–29, 51–52 **TE:** 17–20, 41–44, 54–57, 99–102 **Online Multimedia Labs and Activities:** Unit 2 BioZine
LAFS.910.RST.3.9	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.	**TE:** 156 (Biozine: Current News activity), 158 (BioZine), 528 (Biozine) **Science Standards Guide:** **SE:** 79–80, 93–94 **TE:** 157–160, 183–186
LAFS.910.RST.4.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	**SE:** 218 (#5); 524 (#36) **TE:** 90 (Pre-AP activity); 506 (Pre-AP activity) **Science Standards Guide:** **SE:** 28-29, 51–52 **TE:** 54-57, 99–102 **Online Lab:** Exploring Dog Genetics and Evolution (Section 11.5); Biology in the News (Section 1.5) **Online Resources:** **Worksheets:** Chapter 12 Pre-AP Activity Worksheet: The Flores Hobbit Controversy; Unit 1 Project **Videos**: Chapter 12 That's Amazing! Video-Based Inquiry: *Crafty Cavemen* ; Chapter 12 That's Amazing! Video-Based Inquiry: *Killer Kitties*

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LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**Science Standards Guide:** **SE:** 36–37 **TE:** 70–73
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**Science Standards Guide:** **SE:** 36–37, 73–74 **TE:** 70–73, 143–146
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**Science Standards Guide:** **SE:** 36–37 **TE:** 70–73
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**Science Standards Guide:** **SE:** 36–37, 11–12, 21–22 **TE:** 70–73, 21–24, 41–44
LAFS.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**Science Standards Guide:** **SE:** 11–12, 21–22, 42–43 **TE:** 21–24, 41–44, 82–85

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LAFS.910.WHST.1.1	Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	**SE:** 612 (#35), 344 (#36), 468 (#35) **Science Standards Guide:** **SE:** 91–92, 30–31, 51–52 **TE:** 179–182, 58–61, 99–102
LAFS.910.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**SE:** 62 (#36), 126 (#33), 154 (#35), 278 (#33), 312 (#30), 416 (#38), 496 (#29), 580 (#30), 660 (#37), 692 (#40), 778 (#33), 836 (#37), 862 (#32) **TE:** 1 (Unit 1 Project), 283 (Unit 4 Project), 529 (Unit 6 Project), 725 (Unit 7 Project) **Science Standards Guide:** **SE:** 9–10, 21–22, 28–29, 47–48, 49–50, 51–52 **TE:** 17–20, 41–44, 54–57, 91–94, 95–98, 99–102 **Online Labs:** The Study of Life (1.1); Chemical Reactions (2.4); Cytoplasmic Streaming in Elodea (3.2); Monitoring Bird Populations (14.1); Water Quality (16.3); Pill Bug Behavior (17.1); The Linnaean System of Classification (18.1); The Vascular System (22.2); Pill Bug Behavior (17.1); Interactions Among Systems (25.3) **Online Student Resources—Worksheets:** Unit 1 Project, Unit 4 Project, Unit 6 Project, Unit 7 Project **Online Student Tools—Project Resources:** Science Fair Guide for Students, pp. 17, 25 **Online Teacher Tools—Classroom Management Resources:** Research Paper; Lab Report **Online Teacher Resources—Chapter Tests:** Chapter 10 Alternative Assessment; Chapter 29 Alternative Assessment

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LAFS.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**SE:** 62 (#36), 126 (#33), 154 (#35), 278 (#33), 312 (#30), 344 (#36), 416 (#38), 442 (#33), 468 (#35), 496 (#29), 524 (#37), 580 (#30), 612 (#35), 660 (#37), 692 (#40), 720 (#38), 778 (#33), 806 (#35), 836 (#37), 862 (#32) **TE:** 1 (Unit 1 Project), 283 (Unit 4 Project), 529 (Unit 6 Project), 725 (Unit 7 Project) **Science Standards Guide:** **SE:** 9–10, 11–12, 19–20, 21–22, 28–29, 30–31, 42–43, 47–48, 49–50, 91–92 **TE:** 17–20, 21–24, 37–40, 41–44, 54–57, 58–61, 82–85, 91–94, 95–98, 99–102, 179–182 **Online Student Resources—Worksheets:** Unit 1 Project; Unit 4 Project; Unit 6 Project, Unit 7 Project; Chapter 9 Study Guide A: Section 6 (see the Be Creative writing exercise) **Online Student Tools—Project Resources:** *Science Fair Guide for Students* , pp. 17, 25 **Online Teacher Tools—Classroom Management Resources:** *Research Paper; Lab Report* **Online Teacher Resources—Chapter Tests:** Chapter 10 Alternative Assessment
LAFS.910.WHST.2.5	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.	**TE:** 1 (Unit 1 Project), 283 (Unit 4 Project) **Science Standards Guide:** **SE:** 9–10, 11–12, 19–20, 21–22, 28–29, 30–31, 42–43, 47–48, 49–50, 91–92 **TE:** 17–20, 21–24, 37–40, 41–44, 54–57, 58–61, 82–85, 91–94, 95–98, 99–102, 179–182 **Online Student Resources—Worksheets:** Unit 1 Project, Unit 4 Project **Online Teacher Tools—Classroom Management Resources:** *Research Paper; Lab Report* *Online Teacher Resources—Chapter Tests:* Chapter 10 Alternative Assessment

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LAFS.910.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**Science Standards Guide:** **SE:** 9–10, 11–12, 21–22, 28–29, 42–43, 47–48, 49–50, 91–92 **TE:** 17–20, 21–24, 41–44, 54–57, 58–61, 82–85, 91–94, 95–98, 179–182 **Online Labs:** Using GPS in Ecological Surveys (14.5), the ***Extend Your Investigation*** activity **Online Student Resources—Worksheets:** Chapter 18 Pre-AP Activity: *Building a Cladogram* **Online Teacher Resources—Chapter Tests:** Chapter 5 Alternative Assessment; Chapter 9 Alternative Assessment; Chapter 10 Alternative Assessment; Chapter 29 Alternative Assessment
LAFS.910.WHST.3.7	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.	**TE:** 283 (Unit 4 Project) **Science Standards Guide:** **SE:** 9–10, 11–12, 21–22, 28–29, 30–31, 42–43, 47–48, 49–50, 51–52 **TE:** 17–20, 21–24, 41–44, 54–57, 58–61, 82–85, 91–94, 95–98, 99–102 **Online Lab:** Exploring Dog Genetics and Evolution (Section 11.5) **Online Teacher Tools—Classroom Management Resources:** *Research Paper* **Online Teacher Resources—Chapter Tests:** Chapter 10 Alternative Assessment **Online Student Resources—Worksheets:** Unit 4 Project; Chapter 10 WebQuest: Dinosaur Descendants
LAFS.910.WHST.3.8	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.	**TE:** 1 (Unit 1 Project) **Science Standards Guide:** **SE:** 9–10, 21–22, 28–29, 30–31, 42–43, 47–48, 49–50, 51–52 **TE:** 17–20, 41–44, 54–57, 58–61, 82–85, 91–94, 95–98, 99–102 **Online Lab:** Exploring Dog Genetics and Evolution (Section 11.5) **Online Teacher Tools—Classroom Management Resources:** *Research Paper* **Online Teacher Resources—Chapter Tests:** Chapter 10 Alternative Assessment

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LAFS.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.	**TE:** 1 (Unit 1 Project), 283 (Unit 4 Project) **Science Standards Guide:** **SE:** 9–10, 21–22, 28–29, 51–52 **TE:** 17–20, 41–44, 54–57, 99–102 **Online Student Resources:** **Worksheets**: Unit 1 Project, Unit 4 Project **WebQuest:** Chapter 19 WebQuest: Antibiotics in Agriculture; Chapter 24 WebQuest: Fisheries on the Brink **That's Amazing! Video-Based Inquiry:** *Cotton-Ball Bats* , Conclusion item #11 (Section 7.3)
LAFS.910.WHST.4.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**SE:** 62 (#36), 126 (#33), 154 (#35), 278 (#33), 312 (#30), 416 (#38),496 (#29), 580 (#30), 660 (#37), 692 (#40), 720 (#38), 778 (#33), 836 (#37), 862 (#32) **TE:** 1 (Unit 1 Project), 171 (Differentiated Instruction–Pre-AP), 283 (Unit 4 Project), 529 (Unit 6 Project), 725 (Unit 7 Project), 748 (Differentiated Instruction–Below Level), 847 (Differentiated Instruction–Pre-AP) **Science Standards Guide:** **SE:** 9–10, 21–22, 28–29, 47–48, 49–50 **TE:** 17–20, 41–44, 54–57, 91–94, 95–98 **Online Student Resources:** **Worksheets:** Unit 1 Project; Unit 4 Project; Unit 6 Project; Unit 7 Project; Chapter 3 Pre-AP Activity: Modeling Cell Receptors; Chapter 9 Study Guide A Worksheet: Section 6, the Be Creative writing exercise **WebQuest:** Chapter 19 WebQuest: Antibiotics in Agriculture; Chapter 24 WebQuest: Fisheries on the Brink **Online Student Tools—Project Resources:** *Science Fair Guide for Students* , pp. 17, 25 **Online Teacher Resources—Chapter Tests:** Chapter 10 Alternative Assessment **Online Teacher Tools—Classroom Management Resources:** *Writing a Research Paper* ; *Writing a Lab Report*

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HE.912.C.1.3	Evaluate how environment and personal health are interrelated.	**SE:** 28–29, 813–814, 827-829, 836 **TE:** 28–29, 813–814, 827-829, 836 **Science Standards Guide:** **SE:** 91-92 **TE:** 179-182
HE.912.C.1.5	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.	**SE:** 788, 796, 825–826, 848 **TE:** 788, 796, 825–826, 848 **Science Standards Guide:** **SE:** 93-94 **TE:** 183-186
HE.912.C.1.7	Analyze how heredity and family history can impact personal health.	**SE:** 824, 827–829 **TE:** 824, 827–829 **Science Standards Guide:** **SE:** 95-96 **TE:** 187-190
MAFS.912.N-Q.1.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	**Science Standards Guide:** **SE:** 97-98 **TE:** 191-194
MAFS.912.N-Q.1.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	**Science Standards Guide:** **SE:** 99-100 **TE:** 195-198

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ELD.K12.ELL.SC.1	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.	**SE:** Strategies for English Language Learners, pp. xxix-xxxiv **TE:** Strategies for English Language Learners, pp. xxix-xxxiv; Differentiated Instruction-English Learners activities: 4, 6, 8, 10, 15, 22, 25, 29, 38, 44, 47, 52, 56, 70, 73, 75, 77, 81, 85, 89, 98, 99, 101, 106, 107, 111, 115, 120, 122, 130, 134, 140, 142, 144, 148, 150, 162, 167, 171, 174, 177, 184, 192, 196, 197, 201, 204, 217, 222, 225, 230, 233, 235, 238, 244, 254, 259, 262, 265, 270, 274, 286, 292, 298, 303, 306, 316, 318, 323, 328, 332, 335, 348, 356, 360, 362, 365, 368, 371, 374, 388, 389, 400, 404, 407, 408, 411, 421, 424, 428, 432, 446, 448, 454, 458, 461, 472, 476, 486, 500, 504, 506, 509, 513, 519, 534, 538, 545, 547, 556, 562, 567, 575, 584, 587, 591, 597, 599, 606, 616, 621, 628, 642, 646, 650, 664, 667, 671, 674, 678, 687, 696, 698, 702, 706, 713, 716, 728, 734, 736, 740, 748, 751, 754, 760, 766, 771, 782, 789, 791, 798, 802, 810, 815, 820, 825, 827, 832, 841, 844, 846, 851, 857
ELD.K12.ELL.SI.1	English language learners communicate for social and instructional purposes within the school setting.	**SE:** Strategies for English Language Learners, pp. xxix-xxxiv **TE:** Strategies for English Language Learners, pp. xxix-xxxiv; Differentiated Instruction-English Learners activities: 4, 6, 8, 10, 15, 22, 25, 29, 38, 44, 47, 52, 56, 70, 73, 75, 77, 81, 85, 89, 98, 99, 101, 106, 107, 111, 115, 120, 122, 130, 134, 140, 142, 144, 148, 150, 162, 167, 171, 174, 177, 184, 192, 196, 197, 201, 204, 217, 222, 225, 230, 233, 235, 238, 244, 254, 259, 262, 265, 270, 274, 286, 292, 298, 303, 306, 316, 318, 323, 328, 332, 335, 348, 356, 360, 362, 365, 368, 371, 374, 388, 389, 400, 404, 407, 408, 411, 421, 424, 428, 432, 446, 448, 454, 458, 461, 472, 476, 486, 500, 504, 506, 509, 513, 519, 534, 538, 545, 547, 556, 562, 567, 575, 584, 587, 591, 597, 599, 606, 616, 621, 628, 642, 646, 650, 664, 667, 671, 674, 678, 687, 696, 698, 702, 706, 713, 716, 728, 734, 736, 740, 748, 751, 754, 760, 766, 771, 782, 789, 791, 798, 802, 810, 815, 820, 825, 827, 832, 841, 844, 846, 851, 857