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STANDARDS	PAGE REFERENCES
1. The Nature of Science and Engineering	
1. The Practice of Science	
1. Science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument and skeptical review.	
<p>7.1.1.1.1 Understand that prior expectations can create bias when conducting scientific investigations.</p> <p><i>For example:</i> Students often continue to think that air is not matter, even though they have contrary evidence from investigations.</p>	<p>The following references can be incorporated in classroom discussion to meet this objective.</p> <p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 360-361, 472-473, 730-731</p> <p><i>Nature of Science: Inquiry Lab</i> NOS 28-29</p> <p><i>Nature of Science</i> NOS 10</p> <p><i>Science Skill Handbook</i> SR-2, SR-10</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 10</p>

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<p>7.1.1.1.2 Understand that when similar investigations give different results, the challenge is to judge whether the differences are significant, and if further studies are required.</p> <p><i>For example:</i> Use mean and range to analyze the reliability of experimental results.</p>	<p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 360-361, 472-473, 730-731 <i>Nature of Science: Inquiry Lab</i> NOS 28-29 <i>Nature of Science</i> NOS 7, NOS 10 <i>Science Skill Handbook</i> SR-10</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 7</p>
<p>2. Scientific inquiry uses multiple interrelated processes to investigate questions and propose explanations about the natural world.</p>	
<p>7.1.1.2.1 Generate and refine a variety of scientific questions and match them with appropriate methods of investigation, such as field studies, controlled experiments, reviews of existing work and development of models.</p>	<p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 216-217, 322-323, 472-473, 662-663 <i>MiniLab</i> 63, 240, 422 <i>Nature of Science</i> NOS 6 <i>Nature of Science: Inquiry Lab</i> NOS 28-29 <i>Skill Practice</i> 67, 168, 245, 455, 609</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 2H</p>
<p>7.1.1.2.2 Plan and conduct a controlled experiment to test a hypothesis about a relationship between two variables, ensuring that one variable is systematically manipulated, the other is measured and recorded, and any other variables are kept the same (controlled).</p> <p><i>For example:</i> The effect of various factors on the production of carbon dioxide by plants.</p>	<p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 360-361, 472-473, 730-731 <i>Nature of Science</i> NOS 20 <i>Nature of Science: Inquiry Lab</i> NOS 28-29 <i>Science Skill Handbook</i> SR-6 <i>Skill Practice</i> 721</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 21</p>
<p>7.1.1.2.3 Generate a scientific conclusion from an investigation, clearly distinguishing between results (evidence) and conclusions (explanation).</p>	<p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 360-361, 472-473, 626-627, 730-731 <i>Nature of Science</i> NOS 7 <i>Nature of Science: Inquiry Lab</i> NOS 28-29 <i>Science Skill Handbook</i> SR-10</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 7</p>

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<p>7.1.1.2.4 Evaluate explanations proposed by others by examining and comparing evidence, identifying faulty reasoning, and suggesting alternative explanations.</p>	<p>The following references can be incorporated in classroom discussion to meet this objective.</p> <p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 360-361, 472-473, 626-627, 730-731</p> <p><i>Nature of Science</i> NOS 7, NOS 10</p> <p><i>Nature of Science: Inquiry Lab</i> NOS 28-29</p> <p><i>Science Skill Handbook</i> SR-10</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 10</p>
<p>3. Interactions Among Science, Technology, Engineering, Mathematics and Society</p>	
<p>4. Current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.</p>	
<p>7.1.3.4.1 Use maps, satellite images and other data sets to describe patterns and make predictions about natural systems in a life science context.</p> <p><i>For example:</i> Use online data sets to compare wildlife populations or water quality in regions of Minnesota.</p>	<p>Student Edition:</p> <p>741, 776, 831</p> <p><i>Inquiry</i> 830</p> <p><i>Skill Practice</i> 757, 785</p> <p>Teacher Edition:</p> <p>DIF 709; IN 830; TD 741, 745</p>
<p>7.1.3.4.2 Determine and use appropriate safety procedures, tools, measurements, graphs and mathematical analyses to describe and investigate natural and designed systems in a life science context.</p>	<p>Student Edition:</p> <p><i>Inquiry Lab</i> 74-75, 360-361, 472-473, 730-731</p> <p><i>Math Skill Handbook</i> SR-24-28</p> <p><i>Nature of Science</i> NOS 12-18, 370-371</p> <p><i>Science Skill Handbook</i> SR-6-13</p> <p>Teacher Edition:</p> <p><i>Nature of Science</i> NOS 16-17, 370-371</p>

STANDARDS	PAGE REFERENCES
2. Physical Science	
1. Matter	
1. The idea that matter is made up of atoms and molecules provides the basis for understanding the properties of matter.	
7.2.1.1.1 Recognize that all substances are composed of one or more of approximately one hundred elements and that the periodic table organizes the elements into groups with similar properties.	See Glencoe's Module L <i>Energy and Matter iScience</i> © 2012 Student Edition: 233-234, 236 Teacher Edition: DI 233; E 233
7.2.1.1.2 Describe the differences between elements and compounds in terms of atoms and molecules.	See Glencoe's Module L <i>Energy and Matter iScience</i> © 2012 Student Edition: 233-234, 236 Teacher Edition: C 234; E 233; TD 233; V 230; VL 234
Recognize that a chemical equation describes a reaction where pure substances change to produce one or more different substances whose properties are different from the original substance(s).	See Glencoe's Module L <i>Energy and Matter iScience</i> © 2012 Student Edition: 257-259 <i>Chapter Review</i> 266 #10 Teacher Edition: CC 257; GQ 258; RWS 259; TD 255

STANDARDS	PAGE REFERENCES
4. Life Science	
1. Structure and Function in Living Systems	
1. Tissues, organs and organ systems are composed of cells and function to serve the needs of all cells for food, air and waste removal.	
<p>7.4.1.1.1 Recognize that all cells do not look alike and that specialized cells in multicellular organisms are organized into tissues and organs that perform specialized functions.</p> <p><i>For example:</i> Nerve cells and skin cells do not look the same because they are part of different organs and have different functions.</p>	<p>Student Edition: 10, 51, 97, 99-104, 314-315, 578, 638</p> <p><i>Inquiry Lab</i> 106-107</p> <p><i>Launch Lab</i> 577</p> <p><i>MiniLab</i> 103</p> <p>Teacher Edition: DIF 639; EXPLAIN 101, 639; EXPLORE 51; TBI 82</p>
<p>7.4.1.1.2 Describe how the organs in the respiratory, circulatory, digestive, nervous, skin and urinary systems interact to serve the needs of vertebrate organisms.</p>	<p>Student Edition: 505-507, 531-537, 541-546, 559-563, 567-573, 637-643</p> <p>Teacher Edition: DIF 543; EXPLAIN 506, 542, 563, 573, 643; FT 537, 546; TBI 484, 520, 556</p>
2. All living organisms are composed of one or more cells which carry on the many functions needed to sustain life.	
<p>7.4.1.2.1 Recognize that cells carry out life functions, and that these functions are carried out in a similar way in all organisms, including animals, plants, fungi, bacteria and protists.</p>	<p>Student Edition: 10, 44, 50-57, 61-64, 68-72, 97-100, 230-234, 264, 297-298, 375</p> <p>Teacher Edition: EXPLAIN 232; EXPLORE 265, 297; TBI 40</p>
<p>7.4.1.2.2 Recognize that cells repeatedly divide to make more cells for growth and repair.</p>	<p>Student Edition: 44, 85-93, 132</p> <p><i>MiniLab</i> 93</p> <p>Teacher Edition: DIF 93, 133; TBI 82</p>
<p>7.4.1.2.3 Use the presence of the cell wall and chloroplasts to distinguish between plant and animal cells.</p> <p><i>For example:</i> Compare microscopic views of plant cells and animal cells.</p>	<p>Student Edition: 52-53, 56-57, 72, 297</p> <p><i>Skill Practice</i> 59</p> <p>Teacher Edition: DIF 53; EXPLAIN 52-53; FT 296</p>

STANDARDS	PAGE REFERENCES
2. Interdependence Among Living Systems	
1. Natural systems include a variety of organisms that interact with one another in several ways.	
7.4.2.1.1 Identify a variety of populations and communities in an ecosystem and describe the relationships among the populations and communities in a stable ecosystem.	Student Edition: 741-743, 759 <i>Inquiry Lab</i> 766-767 <i>Launch Lab</i> 758 Teacher Edition: EXPLAIN 742; EXPLORE 759; TBI 738
7.4.2.1.2 Compare and contrast predator/prey, parasite/host and producer/consumer/decomposer relationships.	Student Edition: 298, 724-725, 760, 762-764 <i>Inquiry Lab</i> 766-767 <i>MiniLab</i> 725 Teacher Edition: DIF 725, 763; EXPLAIN 724-725, 762-763, 760; RS 725
7.4.2.1.3 Explain how the number of populations an ecosystem can support depends on the biotic resources available as well as abiotic factors such as amount of light and water, temperature range and soil composition.	Student Edition: 707-709, 742-745 <i>Inquiry Lab</i> 730-731 <i>MiniLab</i> 742 Teacher Edition: DIF 743, 745; EXPLAIN 743, 412
2. The flow of energy and the recycling of matter are essential to a stable ecosystem.	
7.4.2.2.1 Recognize that producers use the energy from sunlight to make sugars from carbon dioxide and water through a process called photosynthesis. This food can be used immediately, stored for later use, or used by other organisms.	Student Edition: 14, 57, 298, 334-335, 723-725, 760 <i>MiniLab</i> 725 Teacher Edition: DIF 725; EXPLAIN 14, 335, 724-725; FT 722
7.4.2.2.2 Describe the roles and relationships among producers, consumers and decomposers in changing energy from one form to another in a food web within an ecosystem.	Student Edition: 726-728, 760-761 <i>MiniLab</i> 760 Teacher Edition: DIF 727, 761; EXPLAIN 727, 760, 761; FT 727; TT 727

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<p>7.4.2.2.3 Explain that the total amount of matter in an ecosystem remains the same as it is transferred between organisms and their physical environment, even though its form and location change.</p> <p><i>For example:</i> Construct a food web to trace the flow of matter in an ecosystem.</p>	<p>Student Edition: 713-719, 723</p> <p>Teacher Edition: DIF 715, 717; EXPLAIN 714, 715, 718; EXPLORE 713</p>
<p>3. Evolution in Living Systems</p>	
<p>1. Reproduction is a characteristic of all organisms and is essential for the continuation of a species. Hereditary information is contained in genes which are inherited through asexual or sexual reproduction.</p>	
<p>7.4.3.1.1 Recognize that cells contain genes and that each gene carries a single unit of information that either alone, or with other genes, determines the inherited traits of an organism.</p>	<p>Student Edition: 159-165, 170, 173 <i>Inquiry</i> 158 <i>MiniLab</i> 161 <i>Skill Practice</i> 168</p> <p>Teacher Edition: DIF 163; EXPLAIN 160; EXPLORE 159; FT 158</p>
<p>7.4.3.1.2 Recognize that in asexually reproducing organisms all the genes come from a single parent, and that in sexually reproducing organisms about half of the genes come from each parent.</p>	<p>Student Edition: 117, 124-125, 129, 136 <i>Launch Lab</i> 117, 128, 148</p> <p>Teacher Edition: EXPLORE 117, 129; FT 124, 136</p>
<p>7.4.3.1.3 Distinguish between characteristics of organisms that are inherited and those acquired through environmental influences.</p>	<p>The following references can be incorporated in classroom discussion to meet this objective.</p> <p>Student Edition: 117, 158-166, 200-204, 452-453 <i>Inquiry</i> 146 <i>Launch Lab</i> 116, 148</p> <p>Teacher Edition: TBI 146</p>

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<p>2. Individual organisms with certain traits in particular environments are more likely than others to survive and have offspring.</p>	
<p>7.4.3.2.1 Explain how the fossil record documents the appearance, diversification and extinction of many life forms.</p>	<p>Student Edition: 189, 192, 194-195, 209 <i>Inquiry</i> 188 <i>MiniLab</i> 194 Teacher Edition: DIF 195; EXPLAIN 194; FT 188</p>
<p>7.4.3.2.2 Use internal and external anatomical structures to compare and infer relationships between living organisms as well as those in the fossil record.</p>	<p>Student Edition: 195, 208-214, 376-379 <i>MiniLab</i> 195, 213 Teacher Edition: DIF 211, 213; EXPLAIN 210-213, 378</p>
<p>7.4.3.2.3 Recognize that variation exists in every population and describe how a variation can help or hinder an organism’s ability to survive.</p>	<p>Student Edition: 201, 202 <i>Launch Lab</i> 198 Teacher Edition: EXPLAIN 202</p>
<p>7.4.3.2.4 Recognize that extinction is a common event and it can occur when the environment changes and a population’s ability to adapt is insufficient to allow its survival.</p>	<p>Student Edition: 194-195, 204, 751 Teacher Edition: EXPLAIN 194-195, 751</p>
<p>4. Human Interactions with Living Systems</p>	
<p>1. Human activity can change living organisms and ecosystems.</p>	
<p>7.4.4.1.1 Describe examples where selective breeding has resulted in new varieties of cultivated plants and particular traits in domesticated animals.</p>	<p>Student Edition: 125, 205 Teacher Edition: DIF 125, 205; EXPLAIN 125, 205</p>
<p>7.4.4.1.2 Describe ways that human activities can change the populations and communities in an ecosystem.</p>	<p>Student Edition: 241, 788, 790, 792, 795, 823-827 <i>Skill Practice</i> 829 Teacher Edition: DIF 789, 793, 825; EXPLAIN 788, 792, 824-825, 827; FT 791; TT 791, 793</p>

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2. Human beings are constantly interacting with other organisms that cause disease.	
7.4.4.2.1 Explain how viruses, bacteria, fungi and parasites may infect the human body and interfere with normal body functions.	<p>Student Edition: 242, 250, 272, 282, 601, 604-605, 610, 612-615</p> <p>Teacher Edition: EXPLAIN 242, 605; FT 250, 613</p>
7.4.4.2.2 Recognize that a microorganism can cause specific diseases and that there are a variety of medicines available that can be used to combat a given microorganism.	<p>Student Edition: 242-243, 383, 624</p> <p>Teacher Edition: EXPLAIN 283; TT 605</p>
7.4.4.2.3 Recognize that vaccines induce the body to build immunity to a disease without actually causing the disease itself.	<p>Student Edition: 252, 602, 617</p> <p><i>MiniLab</i> 252</p> <p><i>Science and Society</i> 619</p> <p>Teacher Edition: DIF 251, 617; EXPLAIN 602, 617; EXTEND 619</p>
7.4.4.2.4 Recognize that the human immune system protects against microscopic organisms and foreign substances that enter from outside the body and against some cancer cells that arise from within.	<p>Student Edition: 251, 611-617</p> <p><i>Inquiry Lab</i> 626-627</p> <p><i>MiniLab</i> 612</p> <p>Teacher Edition: DIF 613, 615; EXPLORE 611; EXPLAIN 612, 616; TT 613</p>