

Course SLH2003
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Content Area: Science
Grade/Course: SLH2003

Strand	The Scientific Process
Standard 1: The Scientific Process: SCIENTIFIC INVESTIGATION: Discover, invent, and investigate using the skills necessary to engage in the scientific process	

Topic	Scientific Inquiry			Page Reference
Benchmark SC.BS.1.1	Describe how a testable hypothesis may need to be revised to guide a scientific investigation			SE: 159, 194, 209, 243, 281, 396, 528, 653, 678, 859
Sample Performance Assessment (SPA)	The student: Describes a testable hypothesis and revises it based on data from biological science investigations and primary sources (e.g., results, class data, information from a reputable source).			TWE: 159, 194, 209, 243, 281, 396, 528, 653, 678, 859
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Revise a testable hypothesis based on new data to guide a scientific investigation	Describe how a testable hypothesis may need to be revised to guide a scientific investigation	Give an example of one way to revise a testable hypothesis	Recognize that a hypothesis may need revision	

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Topic	Scientific Inquiry			Page Reference
Benchmark SC.BS.1.2	Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze, and validate data			SE: xxxi, 21, 23, 39, 51, 98, 137, 209, 351, 475, 549, 830, 950
Sample Performance Assessment (SPA)	The student: Prepares a biological science lab report documenting the procedure(s) and the safe and appropriate use of tools (e.g., computer probes, meters, timers) and techniques (e.g., repeated trials, statistics, significant figures, spreadsheets, databases) to organize, analyze, and validate data.			TWE: xxxi, 21, 23, 39, 51, 98, 137, 209, 351, 475, 549, 830, 950
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Report thoroughly the significant and other relevant details related to the design selected for an experiment, including the safe and appropriate use of tools and techniques to organize, analyze, and validate data	Report the significant details related to the design selected for an experiment, including the safe and appropriate use of tools and techniques to organize, analyze, and validate data	Report some details related to the design selected for an experiment, including the safe and appropriate use of tools and techniques to organize, analyze, and validate data	Report very few details related to the design selected for an experiment, including the safe and appropriate use of tools and techniques to organize, analyze, and validate data	

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Topic	Scientific Inquiry			Page Reference
Benchmark SC.BS.1.3	Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data			SE: 83, 137, 173, 235, 351, 443, 567, 717, 843, 623, 681
Sample Performance Assessment (SPA)	The student: Prepares a biological science lab report that draws logical conclusions and formulates explanations and arguments from the results of investigations.			TWE: 83, 137, 173, 235, 351, 443, 567, 717, 843, 623, 681
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Defend conclusions, explanations, and arguments that are supported by logic, scientific knowledge, and evidence from data and suggest implications	Defend conclusions, explanations, and arguments that are supported by logic, scientific knowledge, and evidence from data	Present conclusions, explanations, and arguments that are partially supported by logic, scientific knowledge, or evidence from data	Present unsupported conclusions, explanations, and arguments	

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Topic	Scientific Inquiry			Page Reference
Benchmark SC.BS.1.4	Determine the connection(s) among hypotheses, scientific evidence, and conclusions			SE: 8, 42, 120, 159, 203, 245, 281, 396, 650, 833, 996
Sample Performance Assessment (SPA)	The student: Prepares a biological science lab report that supports or refutes a hypothesis based on an analysis of experimental data.			TWE: 8, 42, 120, 159, 203, 245, 281, 396, 650, 833, 996
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Determine and justify logical connection(s) and implications among hypotheses, scientific evidence, and conclusions	Determine logical connection(s) among hypotheses, scientific evidence, and conclusions	Identify some connections between hypotheses, scientific evidence, or conclusions	Make unsubstantiated connection(s) among hypotheses, scientific evidence, and conclusions	

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Topic	Scientific Inquiry			Page Reference
Benchmark SC.BS.1.5	Communicate the components of a scientific investigation, using appropriate techniques			SE: 51, 107, 173, 235, 351, 717, 783, 809, 871, 899
Sample Performance Assessment (SPA)	The student: Presents the question, testable hypothesis, experimental design, analysis of data, and conclusions to the biological science class using appropriate methods of communication (e.g., PowerPoint, essay, oral presentation, poster board, lab report, research paper).			TWE: 51, 107, 173, 235, 351, 717, 783, 809, 871, 899
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Consistently present, in detail, all components of a scientific investigation, using appropriate techniques	Usually present all components of a scientific investigation, using appropriate techniques	Sometimes present the components of a scientific investigation, using appropriate techniques	Rarely present the components of a scientific investigation	

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Topic	Scientific Inquiry			Page Reference
Benchmark SC.BS.1.6	Engage in and explain the importance of peer review in science			SE: 14, 137, 209,
Sample Performance Assessment (SPA)	The student: Examines a peer's biological science investigation for logic and validity based on evidence. Explains the importance of peer review to the process of scientific inquiry.			409, 623, 653, 681, 1011 TWE: 14, 137, 209, 409, 623, 653, 681, 1011
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Effectively participate in peer review. Explain the principal and other relevant reasons for peer review in science	Engage actively in peer review. Explain the principal reasons for peer review in science	Participate in peer review. Explain some reasons for peer review in science	Participate in peer review. Not able to explain the reasons for peer review in science	

Topic	Scientific Knowledge			Page Reference
Benchmark SC.BS.1.7	Revise, as needed, conclusions and explanations based on new evidence			
Sample Performance Assessment (SPA)	The student: Reflects on new biological science evidence from other valid sources and revises conclusion and explanations as needed. Includes recommendations for improving the investigation.			SE: 209, 259, 381, 567, 623, 681, 925, 1097 TWE: 209, 259, 381, 567, 623, 681, 925, 1097

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Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Revise and justify conclusions and explanations based on new evidence	Revise conclusions and explanations logically based on new evidence	Make few revisions to conclusions and explanations partially based on new evidence	Make very few revisions to conclusions and explanations	

Topic	Scientific Knowledge	Page Reference
Benchmark SC.BS.1.8	Describe the importance of ethics and integrity in scientific investigation	The opportunity to address this objective is available. See the following: SE: 15 TWE: 15
Sample Performance Assessment (SPA)	The student: Identifies and describes biological science examples of ethical and unethical experimentation, citation, and conclusions (e.g., provides guidelines concerning the appropriate treatment of living things and the environment, credits sources, reduces bias, sometimes adds constraints).	

Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain and give examples of the principal and other relevant reasons for ethics and integrity in scientific investigation	Describe the principal reasons for ethics and integrity in scientific investigation	Describe some reasons for ethics and integrity in scientific investigation	Describe very few reasons for ethics and integrity in scientific investigation	

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Topic	Scientific Knowledge			Page Reference
Benchmark SC.BS.1.9	Explain how scientific explanations must meet a set of established criteria to be considered valid			The opportunity to address this objective is available. See the following: SE: 11-15, 16-21 TWE: 11-15, 16-21
Sample Performance Assessment (SPA)	The student: Describes how a published study meets the criteria of scientific explanations (e.g., they must be consistent with experimental and observational evidence about nature, make accurate predictions about systems being studied, be logical, abide by the rules of evidence, be open to questions and modifications, be based on historical and current scientific knowledge, and make a commitment to making the knowledge public) in order to draw conclusions about the study's validity			
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Analyze a scientific explanation to determine if it meets a set of established criteria	Explain how a set of established criteria must be met for scientific explanations to be considered valid	Explain some of the criteria used to evaluate scientific explanations	Attempt to explain how scientific explanations must meet a set of established criteria to be considered valid	

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Strand	The Scientific Process
Standard 2: The Scientific Process: NATURE OF SCIENCE: Understand that science, technology, and society are interrelated	

Topic	Science, Technology, and Society			Page Reference
Benchmark SC.BS.2.1	Explain how scientific advancements and emerging technology have influenced society			SE: 208, 234, 258, 370-371, 442, 504, 532, 808, 952, 982
Sample Performance Assessment (SPA)	The student: Describes a current scientific advancement or emerging technology, lists its key features and uses, and possible impact on society (e.g., applications of DNA technology, microscopy, stem cell research).			TWE: 208, 234, 258, 370-371, 442, 504, 532, 808, 952, 982
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Evaluate a current scientific advancement or emerging technology and predict its influence on society	Explain how scientific advancements and emerging technology have influenced society	Provide examples of the ways scientific advancements and emerging technology have influenced society	Recognize that science and technology have influenced society	

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Topic	Science, Technology, and Society			Page Reference
Benchmark SC.BS.2.2	Compare the risks and benefits of potential solutions to technological issues			SE: 50, 258, 504,
Sample Performance Assessment (SPA)	The student: Compares risks and benefits (e.g., in terms of the impact on populations, resources, health, disease, environment) of alternative solutions to a specific current technological issue (e.g., biotechnology).			592, 680, 870, 898, 1010, 1066, 1096 TWE: 50, 258, 504, 592, 680, 870, 898, 1010, 1066, 1096
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Analyze the risks and benefits of potential solutions to technological issues and support that perspective	Compare the risks and benefits of potential solutions to technological issues	Describe the risks and benefits of potential solutions to technological issues	List risks and benefits of potential solutions to technological issues	

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Strand	Life and Environmental Sciences
Standard 3: Life and Environmental Sciences: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment	

Topic	Cycles of Matter and Energy			Page Reference
Benchmark SC.BS.3.1	Describe biogeochemical cycles within ecosystems			SE: 45-49
Sample Performance Assessment (SPA)	The student: Describes, using diagrams, the cycling of biogeochemical compounds (e.g., water, carbon, nitrogen, oxygen, potassium) through living and nonliving systems and explains the importance of these cycles to support life.			TWE: 45-49
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare, through descriptions and illustrations, biogeochemical cycles within ecosystems	Describe biogeochemical cycles within ecosystems	Name biogeochemical cycles within ecosystems	Recall that biogeochemical cycles exist within ecosystems	

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Topic	Cycles of Matter and Energy			Page Reference
Benchmark SC.BS.3.2	Explain the chemical reactions that occur in photosynthesis and cellular respiration that result in cycling			SE: 220, 233
Sample Performance Assessment (SPA)	The student: Describes the interrelationships between cellular respiration and photosynthesis (inputs and outputs) that result in the cycling of energy.			TWE: 220, 233
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare the chemical reactions that occur in photosynthesis and cellular respiration that result in cycling of energy and explain the interrelationship that occurs between the two processes	Explain the chemical reactions that occur in photosynthesis and cellular respiration that result in cycling of energy	Describe the chemical reactions that occur in photosynthesis or the chemical reactions that occur in cellular respiration that result in cycling of energy	Recall that chemical reactions occur in photosynthesis and cellular respiration	

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Topic	Cycles of Matter and Energy			Page Reference
Benchmark SC.BS.3.3	Explain how matter and energy flow through living systems and the physical environment			SE: 41-44
Sample Performance Assessment (SPA)	The student: Describes and illustrates the path of energy and matter through living systems and the physical environment (e.g. food chains, food webs, trophic levels, biomass).			TWE: 41-44
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Diagram and explain the flow of matter and energy through living systems and the physical environment. Compare different energy pathways	Explain how matter and energy flow through living systems and the physical environment	Describe how matter or how energy flows through living systems or through the physical environment	Recall that matter and energy flow through living systems and the physical environment	

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Topic	Interdependence			Page Reference
Benchmark SC.BS.3.4	Explain dynamic equilibrium in organisms, populations, and ecosystems; explain the effect of equilibrium			SE: 10, 38-40, 60-64, 94-99, 101-105
Sample Performance Assessment (SPA)	The student: Describes dynamic equilibrium in an organism, population, and ecosystem, including how a fluctuating state of approximate equilibrium is maintained (e.g., homeostatic mechanisms; growth of a population held in check by environmental factors such as depletion of food or nesting sites, predators, or parasites) and explains what happens if the equilibrium shifts (e.g., due to climate changes, immigration, emigration, birth and death rates).			TWE: 10, 38-40, 60-64, 94-99, 101-105
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain and give examples of dynamic equilibrium in organisms, populations, and ecosystems; and compare the effect of equilibrium shifts	Explain dynamic equilibrium in organisms, populations, and ecosystems; and explain the effect of equilibrium shifts	Describe dynamic equilibrium in organisms, populations, and ecosystems or describe the effect of equilibrium shifts	Define dynamic equilibrium in organisms, populations, and ecosystems	

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Strand	Life and Environmental Sciences
Standard 4: Life and Environmental Sciences: STRUCTURE AND FUNCTION IN ORGANISMS: Understand the structures and functions of living organisms and how organisms can be compared scientifically	

Topic	Cells, Tissues, Organs, and Organ Systems			Page Reference
Benchmark SC.BS.4.1	Describe different cell parts and their functions			SE: 185-186, 187-190, 191-200, 201-207, 220, 222-227, 228-233
Sample Performance Assessment (SPA)	The student: Describes the parts of a cell (e.g., cell wall, cell membrane, cytoplasm, cell organelles such as the nucleus, chloroplast, mitochondrion, Golgi apparatus, flagella) and explains the functions of each part (e.g., transport of materials, storage of genetic information, photosynthesis and respiration, synthesis of new molecules, locomotion).			TWE: 185-186, 187-190, 191-200, 201-207, 220, 222-227, 228-233
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain the relationship among specific cell parts in key cellular processes	Describe different cell parts and their functions	Identify some of the cell parts and their functions	Recall that cells contain parts that serve different functions	

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Topic	Cells, Tissues, Organs, and Organ Systems			Page Reference
Benchmark SC.BS.4.2	Explain how cells are specialized into different tissues and organs			SE: 256-257, 344, 947-950, 962-963, 1000-1003, 1006-1007
Sample Performance Assessment (SPA)	The student: Describes how cell structure and function are specific to tissues and organs (e.g., blood cells carry oxygen, muscle cells contract, liver cells detoxify poisons).			TWE: 256-257, 344, 947-950, 962-963, 1000-1003, 1006-1007
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare and explain how cells are specialized into different tissues and organs based on function	Explain how cells are specialized into different tissues and organs	Describe cells that are specialized into different tissues and organs	Recall that cells are specialized into different tissues and organs	

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Topic	Cells, Tissues, Organs, and Organ Systems			Page Reference
Benchmark SC.BS.4.3	Differentiate between the processes of mitosis and meiosis			SE: 248-252, 270-276
Sample Performance Assessment (SPA)	The student: Compares the processes of mitosis and meiosis.			TWE: 248-252, 270-276
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Compare the differences between mitosis and meiosis and their role in reproduction	Differentiate between the processes of mitosis and meiosis	Describe the processes of mitosis and of meiosis	Recall that mitosis and meiosis have different processes	

Topic	Cells, Tissues, Organs, and Organ Systems			Page Reference
Benchmark SC.BS.4.4	Describe how homeostatic balance occurs in cells and organisms			SE: 165, 187, 203-205, 938-939, 1006-1007, 1032-1037
Sample Performance Assessment (SPA)	The student: Explains how a specific system responds to or compensates for a change in physiological or environmental conditions (e.g., cell, tissue, organ, organ system; osmosis and diffusion).			TWE: 165, 187, 203-205, 938-939, 1006-1007, 1032-1037

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Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain how one homeostatic process affects another in maintaining balance in cells and organisms	Describe how homeostatic balance occurs in cells and organisms	Give examples that homeostatic balance occurs in cells or in organisms	Define homeostatic balance in cells and organisms	

Topic	Cells, Tissues, Organs, and Organ Systems	Page Reference
Benchmark SC.BS.4.5	Describe the components and functions of a variety of macromolecules active in biological systems	SE: 166-171
Sample Performance Assessment (SPA)	The student: Identifies the building blocks and explains the functions of a variety of macromolecules active in biological systems (i.e., carbohydrates, nucleic acids, lipids, and proteins).	TWE: 166-171

Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain how macromolecules interact in biological systems	Describe the functions and components of a variety of macromolecules active in biological systems	Identify the components of macromolecules and some of the functions of the macromolecules active in biological systems	Recall that macromolecules are composed of smaller components and serve a specific function in biological systems	

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Topic	Classification			Page Reference
Benchmark SC.BS.4.6	Explain the organization of life on Earth using the modern classification system			SE: 484-489, 490-498, 499-503
Sample Performance Assessment (SPA)	The student: Classifies a variety of organisms using the modern classification system and explains the evidence that supports the system's organization (e.g., structural similarities, the fossil records, genetic relationships among organisms).			TWE: 484-489, 490-498, 499-503
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Decide how to classify organisms that do not easily fit into the modern classification system	Explain the evidence supporting the modern classification system and use this to classify various organisms	Identify the levels used in the modern classification system	Recall that organisms can be classified using the modern classification system	

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Strand	Life and Environmental Sciences
Standard 5: Life and Environmental Sciences: DIVERSITY, GENETICS, AND EVOLUTION: Understand genetics and biological evolution and their impact on the unity and diversity of organisms	

Topic	Biological Evolution			Page Reference
Benchmark SC.BS.5.1	Explain the theory of evolution and describe evidence that supports this theory			SE: 392-400, 401-407, 418-422, 423-430, 431-441
Sample Performance Assessment (SPA)	The student: Explains that the Earth's present day life forms have evolved from earlier distinctly different species and describes molecular and anatomical evidences (e.g., DNA, protein sequence analysis, comparative embryology, fossil records) that support the theory of evolution.			TWE: 392-400, 401-407, 418-422, 423-430, 431-441
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain the evolution of a present day organism based on molecular and anatomical evidence	Explain the theory of evolution and describe the evidence that supports it	Define the theory of evolution and name the evidence that supports it	Recognize the theory of evolution	

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Topic	Biological Evolution			Page Reference
Benchmark SC.BS.5.2	Explain the theory of natural selection			SE: 418-422
Sample Performance Assessment (SPA)	The student: Describes the theory of natural selection and gives examples of how it accounts for the diversity and unity of past and present life forms (e.g., Darwin's finches, snails, Nene, lobelia, silverswords, honeycreepers).			TWE: 418-422
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Use the theory of natural selection to analyze the differences between related organisms	Explain the theory of natural selection and cite specific examples	Define the theory of natural selection	Recognize the theory of natural selection	
Topic	Unity and Diversity			Page Reference
Benchmark SC.BS.5.3	Explain the structural properties of DNA and the role of DNA in heredity and protein synthesis			SE: 326-332, 333-335, 336-341, 342-349
Sample Performance Assessment (SPA)	The student: Diagrams and explains the role of DNA in heredity and protein synthesis (e.g., DNA replication, translation, transcription, mRNA, codons).			TWE: 326-332, 333-335, 336-341, 342-349

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Advanced	Proficient	Partially Proficient	Novice	
Explain how changes in the structure of DNA can lead to changes in proteins and inherited traits	Explain the structural properties of DNA and the role of DNA in protein synthesis and heredity	Describe the structural properties of DNA and the role of DNA in heredity	Recall the structural properties of DNA and that DNA is involved in heredity	

Topic	Unity and Diversity	Page Reference
Benchmark SC.BS.5.4	Explain how Mendel's laws of heredity can be used to determine the traits of possible offspring	SE: 277-282
Sample Performance Assessment (SPA)	The student: Describes the various gene combinations of two parents to determine the genotype and phenotype of possible offspring using Mendel's laws.	TWE: 277-282

Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain Mendel's laws of segregation and independent assortment and use them to predict the genotype and phenotype of possible offspring	Explain the genotype and phenotype of possible offspring using Mendel's laws of segregation and independent assortment	Describe that genes are passed to offspring according to Mendel's laws of heredity	Recognize that Mendel's laws demonstrate heredity	

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Topic	Unity and Diversity			Page Reference
Benchmark SC.BS.5.5	Explain chromosomal mutations, their possible causes, and their effects on genetic variation			SE: 296-301, 302-310, 311-315
Sample Performance Assessment (SPA)	The student: Describes a human chromosomal disorder, its causes, and its effects on genetic variation (e.g., sickle cell anemia, Down Syndrome, Cystic Fibrosis).			TWE: 296-301, 302-310, 311-315
Rubric				
Advanced	Proficient	Partially Proficient	Novice	
Explain chromosomal mutations, possible causes, and predict the effect of a specific mutation on genetic variation in an organism or species	Explain chromosomal mutations, possible causes, and their effect on genetic variation	Describe chromosomal mutations and some of the possible causes and effects on genetic variation	Recognize that chromosomal mutations occur	

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Strand	Physical, Earth, and Space Sciences
Standard 6: Physical, Earth, and Space Sciences: NATURE OF MATTER AND ENERGY: Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of	

There are no benchmarks for this standard for this Grade/Course.

Strand	Physical, Earth, and Space Sciences
Standard 7: Physical, Earth, and Space Sciences: FORCE AND MOTION: Understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic	

There are no benchmarks for this standard for this Grade/Course.

Strand	Physical, Earth, and Space Sciences
Standard 8: Physical, Earth, and Space Sciences: EARTH AND SPACE SCIENCE: Understand the Earth and its processes, the solar system, and the universe and its contents	

There are no benchmarks for this standard for this Grade/Course.