

**Course** SLM0103  
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**Content Area: Science**  
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<b>Strand</b>	<b>The Scientific Process</b>
<b>Standard 1: The Scientific Process: SCIENTIFIC INVESTIGATION: Discover, invent, and investigate using the skills necessary to engage in the scientific process</b>	

Topic	Scientific Inquiry			Page Reference
<b>Benchmark SC.7.1.1</b>	Design and safely conduct a scientific investigation to answer a question or test a hypothesis			SE: 8-9, 13, 28-29, 174-175, 200-201, 292-293, 472-473, 558-559, 612-613, 702-703
<b>Sample Performance Assessment (SPA)</b>	The student: Identifies the dependent and independent variables, writes an experimental design, and safely conducts the experiment.			TWE: 8-9, 13, 28-29, 174-175, 200-201, 292-293, 472-473, 558-559, 612-613, 702-703
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Consistently design and safely conduct a logical, systematic scientific investigation to answer a question and test a hypothesis	Usually design and safely conduct a scientific investigation to answer a question or test a hypothesis	Sometimes design and safely conduct a scientific investigation to answer a question or test a hypothesis	Rarely design and safely conduct a scientific investigation to answer a question or test a hypothesis	

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Topic		Scientific Inquiry			Page Reference
<b>Benchmark SC.7.1.2</b>		Explain the importance of replicable trials			The opportunity to address this objective is available. See the following: SE: 9-10, 86-87, 133, 310, 318-319, 384-385, 418-419, 530-531, 642-643, 672-673, 730-731  TWE: 9-10, 86-87, 133, 310, 318-319, 384-385, 418-419, 530-531, 642-643, 672-673, 730-731
<b>Sample Performance Assessment (SPA)</b>	The student: Explains the importance of multiple trials in a scientific investigation to ensure that results are replicable and precise.				
<b>Rubric</b>					
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>		
Explain, with supporting evidence, the importance of replicable trials	Explain the importance of replicable trials	Recognize the importance of replicable trials	Recall, with assistance, that multiple trials are important to ensure results that are replicable and precise		

Topic		Scientific Knowledge			Page Reference
<b>Benchmark SC.7.1.3</b>		Explain the need to revise conclusions and explanations based on new scientific evidence			The opportunity to address this objective is available. See the following: SE: 10  TWE: 10
<b>Sample Performance Assessment (SPA)</b>	The student: Explains why conclusions and explanations need to be revised, based on new evidence in a journal article and/or published scientific evidence.				
<b>Rubric</b>					
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>		
Evaluate and revise conclusions and explanations using justifications based on new scientific evidence	Explain the need to revise conclusions and explanations based on new scientific evidence	Identify the need to revise conclusions and explanations based on new scientific evidence	Recognize the need to revise conclusions and explanations		

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

<b>Topic</b>	Science, Technology, and Society			<b>Page Reference</b>
<b>Benchmark SC.7.2.1</b>	Explain the use of reliable print and electronic sources to provide scientific information and evidence			SE: 116-117, 202, 262-263, 446-447, 502-503, 644, 674, 732, 760-761
<b>Sample Performance Assessment (SPA)</b>	The student: Explains how the evidence found in a wide variety of print and electronic sources (e.g., database programs, internet) can be used to develop conclusions			TWE: 116-117, 202, 262-263, 446-447, 502-503, 644, 674, 732, 760-761
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Explain how print and electronic sources can be used to provide scientific information and evaluate the sources used for validity and reliability	Explain the use of reliable print and electronic sources to provide scientific information and evidence	Explain that print and electronic sources can be used to provide scientific information and evidence	Recognize that print and electronic sources can be used to provide scientific information and evidence	

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<b>Strand</b>	<b>Life and Environmental Sciences</b>
<b>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</b>	

<b>Topic</b>	Cycles of Matter and Energy			<b>Page Reference</b>
<b>Benchmark SC.7.3.1</b>	Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration			SE: 82-85, 305-306, 307-308, 309, 726-729
<b>Sample Performance Assessment (SPA)</b>	The student: Illustrates and describes the role of photosynthesis and cellular respiration in transferring energy through a chosen food web.			TWE: 82-85, 305-306, 307-308, 309, 726-729
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Compare the roles of photosynthesis and cellular respiration in the cycling of energy through food webs	Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration	Describe how energy moves through food webs	Recognize that energy moves through food webs	

<b>Topic</b>	Interdependence			<b>Page Reference</b>
<b>Benchmark SC.7.3.2</b>	Explain the interaction and dependence of organisms on one another			SE: 688, 696-700
<b>Sample Performance Assessment (SPA)</b>	The student: Explains how organisms in a biological community interact (e.g., predator/prey, producer/consumer, parasitism, mutualism, competition, cooperation, niche).			TWE: 688, 696-700
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Evaluate and explain how organisms interact with and depend on one another	Explain how organisms interact with and depend on one another	Identify how organisms interact with and depend on one another	Recognize that organisms interact with and depend on one another	

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<b>Topic</b>	Interdependence			<b>Page Reference</b>
<b>Benchmark SC.7.3.3</b>	Explain how biotic and abiotic factors affect the carrying capacity and sustainability of an ecosystem			SE: 688-695, 712-718
<b>Sample Performance Assessment (SPA)</b>	The student: Identifies and describes how biotic and abiotic factors (e.g., available resources, disease, competition, predation, climate, habitat) affect the health and carrying capacity of an ecosystem			TWE: 688-695, 712-718
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Analyze and explain the biotic and abiotic factors that affect the carrying capacity and sustainability of an ecosystem based on evidence	Explain how biotic and abiotic factors affect the carrying capacity and sustainability of an ecosystem	Describe that biotic or abiotic factors affect the carrying capacity and sustainability of an ecosystem	Recognize that biotic and abiotic factors affect the carrying capacity and sustainability of an ecosystem	

<b>Strand</b>	<b>Life and Environmental Sciences</b>
<b>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</b>	

<b>Topic</b>	Cells, Tissues, Organs, and Organ Systems			<b>Page Reference</b>
<b>Benchmark SC.7.4.1</b>	Describe the cell theory			SE: 14, 36, 51
<b>Sample Performance Assessment (SPA)</b>	The student: Describes the theory that all organisms are made up of cells that are the basic building blocks of life; some organisms are unicellular but others are multi-cellular.			TWE: 14, 36, 51
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Explain the cell theory and give examples of unicellular and multi-cellular organisms	Describe the cell theory	Define the cell theory	Recognize a cell	

<b>Topic</b>	Cells, Tissues, Organs, and Organ Systems			<b>Page Reference</b>
<b>Benchmark SC.7.4.2</b>	Describe the basic structure and function of various types of cells			SE: 38-45
<b>Sample Performance Assessment (SPA)</b>	The student: Describes the structure and function of a cell (e.g., plant, animal, and prokaryotic; muscle, nerve, bone).			TWE: 38-45
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Compare and contrast various types of cells according to their structures and functions	Describe the basic structure and function of various types of cells	Identify the basic structure and function of a few types of cells	List the basic structure or the basic function of various types of cells	

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Topic	Cells, Tissues, Organs, and Organ Systems			Page Reference
<b>Benchmark SC.7.4.3</b>	Describe the levels of organization in organisms			SE: 45
<b>Sample Performance Assessment (SPA)</b>	The student: Describes the levels of organization within an organism beginning with the smallest unit of life up to the whole organism (e.g., cellular, tissue, organ, organ system, and whole organism).			TWE: 45
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Compare details of the levels of organization in organisms	Describe the levels of organization in organisms	Provide examples of the levels of organization in organisms	Recall that there are levels of organization in organisms	

Topic	Classification			Page Reference
<b>Benchmark SC.7.4.4</b>	Classify organisms according to their degree of relatedness			SE: 27, 192, 211, 221, 261, 334-335, 350-351, 394-398, 399-406, 407-411, 412-417, 428-435, 436-444, 445, 446-447
<b>Sample Performance Assessment (SPA)</b>	The student: Analyzes the degree of relatedness among selected organisms by comparing the similarities and differences found in internal and external anatomical features.			TWE: 27, 192, 211, 221, 261, 334-335, 350-351, 394-398, 399-406, 407-411, 412-417, 428-435, 436-444, 445, 446-447
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Classify organisms according to their degree of relatedness and justify the classification	Classify organisms according to their degree of relatedness	Identify ways to classify organisms according to their degree of relatedness	Recognize that organisms can be classified	

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<b>Strand</b>	<b>Life and Environmental Sciences</b>
<b>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</b>	

<b>Topic</b>	Heredity			<b>Page Reference</b>
<b>Benchmark SC.7.5.1</b>	Differentiate between sexual and asexual reproduction			The opportunity to address this objective is available. See the following: SE: 101-102, 104-109, 272-273  TWE: 101-102, 104-109, 272-273
<b>Sample Performance Assessment (SPA)</b>	The student: Compares the advantages and disadvantages of sexual and asexual reproduction in terms of variation in offspring (e.g., sexual reproduction allows for greater genetic variation; asexual reproduction limits the spread of disadvantageous characteristics in a species).			
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Compare the processes, the advantages, and the disadvantages of sexual and asexual reproduction, with examples	Compare and contrast sexual and asexual reproduction	Describe sexual and asexual reproduction	Recognize the different outcomes of sexual and asexual reproduction	

<b>Topic</b>	Heredity			<b>Page Reference</b>
<b>Benchmark SC.7.5.2</b>	Describe how an inherited trait can be determined by one or more genes which are found on chromosomes			SE: 126-132, 134-140
<b>Sample Performance Assessment (SPA)</b>	The student: Explains how traits can be determined by one or more genes (e.g., eye color, attached or non-attached earlobes, color of flowers).			TWE: 126-132, 134-140
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Explain and give examples of how an inherited trait can be determined by one or more genes which are found on chromosomes	Describe how an inherited trait can be determined by one or more genes which are found on chromosomes	Name inherited traits that are determined by one or more genes which are found on chromosomes	Recognize that an inherited trait can be determined by one or more genes which are found on chromosomes	

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<b>Benchmark SC.7.5.3</b>	Explain that small differences between parents and offspring could produce descendants that look very different from their ancestors	The opportunity to address this objective is available. See the following: SE: 126-132, 134-140 TWE: 126-132, 134-140	
<b>Sample Performance Assessment (SPA)</b>	The student: Explains that small differences due to the exchange and interaction of genetic information from parents are passed down to offspring and over successive generations could result in great differences.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Generalize and explain the possible effect(s) of a small difference between parents and offspring on successive generations	Explain that small differences between parents and offspring could produce descendants that look very different from their ancestors	Name small differences between parents and offspring that could produce descendants that look very different from their ancestors	Recognize that small differences between parents and offspring could produce descendants that look very different from their ancestors

Topic		Page Reference	
<b>Benchmark SC.7.5.4</b>	Analyze how organisms' body structures contribute to their ability to survive and reproduce	SE: 158, 331-333, 337-338, 340-341, 344-347, 360-363, 365-368, 370-377, 380-382, 399-405, 407-410, 412-415, 428-432, 436-441 TWE: 158, 331-333, 337-338, 340-341, 344-347, 360-363, 365-368, 370-377, 380-382, 399-405, 407-410, 412-415.	
<b>Sample Performance Assessment (SPA)</b>	The student: Analyzes how body structures of different organisms contribute to their survival and reproduction (e.g., Hawaiian Honeycreeper's bills).		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze and compare how organisms' body structures contribute to their ability to survive and reproduce and support conclusions with evidence	Analyze how organisms' body structures contribute to their ability to survive and reproduce	Describe how an organisms' body structures contribute to their ability to survive and reproduce	Recognize that an organism's body structure contributes to their ability to survive and reproduce

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<b>Topic</b>	Biological Evolution			<b>Page Reference</b>
<b>Benchmark SC.7.5.5</b>	Explain how fossils provide evidence that life and environmental conditions have changed over time			SE: 163, 167-169, 170-173, 228, 363, 369, 378, 383, 397, 406
<b>Sample Performance Assessment (SPA)</b>	The student: Explains how fossil evidence supports the theory of biological evolution.			TWE: 163, 167-169, 170-173, 228, 363, 369, 378, 383, 397, 406
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Generalize and explain how life and the environment have changed over time using fossil evidence	Explain how fossils provide evidence that life and environmental conditions have changed over time	Describes that fossils provide evidence that life or the environment have changed over time	Recognize that life and environmental conditions have changed over time	

<b>Topic</b>	Unity and Diversity			<b>Page Reference</b>
<b>Benchmark SC.7.5.6</b>	Explain why variation(s) in a species' gene pool contributes to its survival in a constantly changing environment			SE: 158-159
<b>Sample Performance Assessment (SPA)</b>	The student: Explains why the variations in genes that determine the structure, behavior, and physiology of a species increase the likelihood that at least some members of its species will survive in a constantly changing environment.			TWE: 158-159
<b>Rubric</b>				
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>	
Analyze how and why variations in a species' gene pool contribute to its survival in a constantly changing environment	Explain why variations in a species' gene pool contribute to its survival in a constantly changing environment	Identify variations in a species' gene pool that contribute to its survival in a constantly changing environment	Recognize that a variation in a species' gene pool contributes to its survival in a constantly changing environment	

<b>Strand</b>	<b>Physical, Earth, and Space Sciences</b>
<b>Standard 6: Physical, Earth, and Space Science: 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 the universe</b>	

There are no benchmarks for this standard for this Grade/Course.
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<b>Strand</b>	<b>Physical, Earth, and Space Sciences</b>
<b>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</b>	

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

<b>Strand</b>	<b>Physical, Earth, and Space Sciences</b>
<b>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</b>	

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