

Science Textbook Correlation Matrices
Life Science Standards of Learning

Publisher: Glencoe/McGraw-Hill Text/Instructional Material Title: Ecology, Life’s Structure and Function, From Bacteria to Plants, Animal Diversity, and Human Body Systems

Science Standard	Correlation By Page Numbers Make all correlations using the teacher text. Identify only <i>significant</i> areas of correlation. Use each bullet of the standard in the context of the stem. Please consult the 2003 Science Curriculum Framework for further information about each standard.
LS.1 The student will plan and conduct investigations in which	
a) data are organized into tables showing repeated trials and means;	Life’s Structure and Function: 29, 30, 48, 59, 82, 88, 135, 176 From Bacteria to Plants: 43, 114–115, 132, 140–141 Animal Diversity: 21, 28–29, 62–63, 96–97 Human Body Systems: 13, 82–83, 135, 136–137, 195 Ecology: 26, 43, 111, 145
b) variables are defined;	Life’s Structure and Function: 29, 30, 82, 88, 176 From Bacteria to Plants: 22–23, 67, 114–115 Animal Diversity: 96–97, 124–125 Human Body Systems: 54–55, 82–83, 136–137, 196–197 Ecology: 26
c) metric units (SI - International System of Units) are used;	Life’s Structure and Function: 29, 30, 82, 88 From Bacteria to Plants: 21, 69 Animal Diversity: 63, 76, 96–97, 149, 196 Human Body Systems: 25, 35, 127 Ecology: 43, 55
d) models are constructed to illustrate and explain phenomena;	Life’s Structure and Function: 30, 82, 88, 135, 147, 164, 176 From Bacteria to Plants: 7, 9, 52–53, 110 Animal Diversity: 10, 71, 105, 150–151 Human Body Systems: 35, 52, 108–109, 145 Ecology: 111, 117, 137, 145
e) sources of experimental error are identified;	From Bacteria to Plants: 52–53 Animal Diversity: 124–125, 150–151 Human Body Systems: 25, 166–167, 197 Ecology: 117

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<p>f) dependent variables, independent variables, and constants are identified;</p>	<p>Life’s Structure and Function: 30, 82, 88, 176 From Bacteria to Plants: 22–23, 67, 114–115 Animal Diversity: 96–97, 124–125 Human Body Systems: 54–55, 82–83, 136–137, 196–197 Ecology: 26</p>
<p>g) variables are controlled to test hypotheses and trials are repeated;</p>	<p>Life’s Structure and Function: 30, 59, 82 From Bacteria to Plants: 22–23, 114–115 Animal Diversity: 28–29, 54–55, 76, 96–97, 148 Human Body Systems: 82–83, 136–137, 196–197 Ecology: 26</p>
<p>h) continuous line graphs are constructed, interpreted, and used to make predictions;</p>	<p>Life’s Structure and Function: 176 Animal Diversity: 96–97, 124–125 Human Body Systems: 154 Ecology: 26, 111</p>
<p>i) interpretations from the same set of data are evaluated and defended; and</p>	<p>Life’s Structure and Function: 29, 30, 59, 82, 88, 135, 176 From Bacteria to Plants: 47, 97, 114–115, 123, 127 Animal Diversity: 28–29, 57, 96–97, 124–125 Human Body Systems: 54–55, 76, 82–83, 136–137 Ecology: 25, 26, 43, 55, 111, 117, 145</p>
<p>j) an understanding of the nature of science is developed and reinforced.</p>	<p>Life’s Structure and Function: 29, 30, 148, 59, 82, 88, 105, 135, 147, 169, 176 From Bacteria to Plants: 13, 82, 52–53, 114–115 Animal Diversity: 28–29, 96–97, 122, 148 Human Body Systems: 82–83, 136–137, 184, 196–197 Ecology: 25, 26, 43, 55, 111, 117, 137, 145</p>

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LS.2 The student will investigate and understand that all living things are composed of cells. Key concepts include	
a) cell structure and organelles (cell membrane, cell wall, cytoplasm, vacuole, mitochondrion, endoplasmic reticulum, nucleus and chloroplast);	Life’s Structure and Function: 40–47 From Bacteria to Plants: 37–40, 62, 64, 65, 75, 125, 126, 127, 129, 130, 131 Animal Diversity: 8, 15, 18 Human Body Systems: 8, 20, 64–72, 80–82, 92–100, 101–106, 119, 147–150, 151–155, 178
b) similarities and differences between plant and animal cells;	Life’s Structure and Function: 43 From Bacteria to Plants: 33–36, 37–40, 62–63, 65, 75, 95–96 Animal Diversity: 8
c) development of cell theory; and	Life’s Structure and Function: 53 Human Body Systems: 157
d) cell division (mitosis and meiosis).	Life’s Structure and Function: 98, 100–102, 105, 107–111 From Bacteria to Plants: 97 Human Body Systems: 157, 158, 159

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LS.3 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include	
a) cells, tissues, organs, and systems; and	Life’s Structure and Function: 40–47, 112–117 From Bacteria to Plants: 33–36, 37–40, 63, 75, 76, 77, 96, 125 Animal Diversity: 8, 16, 45, 110, 116–117 Human Body Systems: 8–13, 14–19, 47–53, 118–126
b) life functions and processes of cells, tissues, organs, and systems (respiration, removal of wastes, growth, reproduction, digestion, and cellular transport).	Life’s Structure and Function: 72–75, 76–80, 81, 83–87, 98–104, 106–111 From Bacteria to Plants: 33–36, 37–40, 62–65, 94–101, 129–131 Animal Diversity: 8, 16, 45, 110, 116–117 Human Body Systems: 64–72, 80–81, 92–100, 118–126, 151–155, 176–180 Ecology: 37

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LS.4 The student will investigate and understand that the basic needs of organisms must be met in order to carry out life processes. Key concepts include	
a) plant needs (light and energy sources, water, gases, nutrients);	Life’s Structure and Function: 17, 20, 67, 74, 80, 87–89, 98, 184 From Bacteria to Plants: 62–63, 65, 123, 124, 125, 126, 127, 128, 129–130, 131 Ecology: 20, 37, 38, 50, 54–55
b) animal needs (food, water, gases, shelter, space); and	Life’s Structure and Function: 16–20 From Bacteria to Plants: 33, 37–40 Animal Diversity: 8, 9, 10, 11, 150–151 Human Body Systems: 36–45, 92–93 Ecology: 11, 12, 23, 51, 103, 134, 140, 141
c) factors that influence life processes.	Life’s Structure and Function: 16–20, 83–87, 158–163 From Bacteria to Plants: 62–63, 65, 123, 124, 125, 126, 127, 128, 129–130, 131 Animal Diversity: 8, 16, 45, 110, 116–117, 150–151 Human Body Systems: 36–45, 64–72, 101–106, 92–100 Ecology: 11, 12, 23, 51, 54–55, 103, 134, 140, 141

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LS.5 The student will investigate and understand how organisms can be classified. Key concepts include	
a) distinguishing characteristics among kingdoms of organisms;	Life’s Structure and Function: 25 From Bacteria to Plants: 11–13, 32–42, 43–51, 66, 67, 184–187 Animal Diversity: 12–13, 39, 41, 198–201 Human Body Systems: 26–27, 240–243 Ecology: 191
b) distinguishing characteristics of major animal and plant phyla; and	Life’s Structure and Function: 25 From Bacteria to Plants: 11–13, 32–42, 43–51, 66, 67, 68–73, 74–82 Animal Diversity: 12–13, 26–27, 39–41, 77–79, 80–83, 118–121, 198–201 Human Body Systems: 26–27, 240–243 Ecology: 191
c) the characteristics of the species.	Life’s Structure and Function: 26–28 From Bacteria to Plants: 11–13, 32–42, 43–51, 66, 67, 68–73, 74–82 Animal Diversity: 12–13, 26–27, 39–41, 77–79, 80–83, 118–121, 198–201 Human Body Systems: 26–27, 240–243 Ecology: 191

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LS.6 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include	
a) energy transfer between sunlight and chlorophyll;	Life’s Structure and Function: 84 From Bacteria to Plants: 63, 74, 127–129, 131
b) transformation of water and carbon dioxide into sugar and oxygen; and	Life’s Structure and Function: 84, 87 From Bacteria to Plants: 63, 74, 127–129, 131
c) photosynthesis as the foundation of virtually all food webs.	Life’s Structure and Function: 84 From Bacteria to Plants: 63, 74, 127–129, 131 Ecology: 52

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LS.7 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include	
a) the carbon, water, and nitrogen cycles;	From Bacteria to Plants: 128 Ecology: 44, 45, 46, 47, 48, 49
b) interactions resulting in a flow of energy and matter throughout the system;	Life’s Structure and Function: 17, 83–89 From Bacteria to Plants: 127–129, 130, 131 Animal Diversity: 9 Ecology: 21, 44, 50, 51, 52, 53
c) complex relationships within terrestrial, freshwater, and marine ecosystems; and	Animal Diversity: 70, 150–151 Ecology: 64–67, 69–72, 74–75, 77–83
d) energy flow in food webs and energy pyramids.	Animal Diversity: 8, 9 Ecology: 51–53

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LS.8 The student will investigate and understand that interactions exist among members of a population. Key concepts include	
a) competition, cooperation, social hierarchy, territorial imperative; and	Life’s Structure and Function: 158, 161, 172 Animal Diversity: 134, 140, 141, 142, 143–145, 146–148 Ecology: 12, 14, 15, 24
b) influence of behavior on a population.	Animal Diversity: 134–139, 140–142, 143–145, 146–148 Ecology: 10, 17

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LS.9 The student will investigate and understand interactions among populations in a biological community. Key concepts include	
a) the relationship among producers, consumers, and decomposers in food webs;	Life’s Structure and Function: 84 From Bacteria to Plants: 10, 12, 13, 41, 51, 62 Ecology: 20–22
b) the relationship of predators and prey;	Animal Diversity: 10, 11 Ecology: 24
c) competition and cooperation;	Animal Diversity: 134, 140–142, 143–145, 146–148 Ecology: 12, 24
d) symbiotic relationships; and	Ecology: 22
e) niches.	Ecology: 23

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LS.10 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include	
a) differences between ecosystems and biomes;	Ecology: 8–9, 64, 65, 67, 68–75, 77–83
b) characteristics of land, marine, and freshwater ecosystems; and	Animal Diversity: 150, 151 Ecology: 77–83
c) adaptations that enable organisms to survive within a specific ecosystem.	Life’s Structure and Function: 161 From Bacteria to Plants: 64–65 Animal Diversity: 9, 10, 11, 107–109, 150–151

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LS.11 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time (daily, seasonal, and long term). Key concepts include	
a) phototropism, hibernation, and dormancy;	From Bacteria to Plants: 134 Animal Diversity: 85, 147
b) factors that increase or decrease population size; and	From Bacteria to Plants: 92–101, 103–113 Animal Diversity: 134–139, 140–142, 143–145, 146–148 Ecology: 10, 13, 14, 15, 16–19, 133–136, 140–143
c) eutrophication, climate change, and catastrophic disturbances.	Ecology: 104–110, 133–136

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LS.12 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include	
a) food production and harvest;	From Bacteria to Plants: 50
b) change in habitat size, quality, and structure;	Animal Diversity: 150–151 Ecology: 78, 79, 107, 133
c) change in species competition;	Animal Diversity: 141–142 Ecology: 134
d) population disturbances and factors that threaten and enhance species survival; and	From Bacteria to Plants: 36, 50, 69, 106 Animal Diversity: 41, 95 Ecology: 87, 79, 107, 134, 136
e) environmental issues (water supply, air quality, energy production, and waste management).	From Bacteria to Plants: 16, 50, 106 Human Body Systems: 98–100 Ecology: 78, 79, 102–110, 135, 136

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LS.13 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include	
a) the role of DNA;	Life’s Structure and Function: 112–117
b) the function of genes and chromosomes;	Life’s Structure and Function: 112–117, 128–134, 136–142
c) genotypes and phenotypes;	Life’s Structure and Function: 132, 136, 148
d) factors affecting the expression of traits;	Life’s Structure and Function: 129–134, 138–142
e) characteristics that can and cannot be inherited;	Life’s Structure and Function: 128–134, 138–141
f) genetic engineering and its applications; and	Life’s Structure and Function: 116, 136, 142, 143–145 From Bacteria to Plants: 116–117
g) historical contributions and significance of discoveries related to genetics.	Life’s Structure and Function: 112–114, 129–134, 136–137 From Bacteria to Plants: 116–117

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LS.14 The student will investigate and understand that organisms change over time. Key concepts include	
a) the relationships of mutation, adaptation, natural selection, and extinction;	Life’s Structure and Function: 156–163, 172–175 From Bacteria to Plants: 64–65 Animal Diversity: 9–11, 41, 107, 135–139
b) evidence of evolution of different species in the fossil record; and	Life’s Structure and Function: 165–171 From Bacteria to Plants: 50, 63, 71 Animal Diversity: 47, 75, 84, 89, 113, 122
c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.	Life’s Structure and Function: 160–161 Animal Diversity: 47, 75, 84, 89, 122, 113, 89

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<p>Additional Criteria</p> <p>The From Bacteria to Plants title was used to represent all five books in the bundle.</p>	<p>Evidence</p> <p>Please provide information that will assist the reviewers in identifying support for the following criterion indicators.</p>
<p>1. Safe use of materials and equipment is encouraged.</p>	<p>Emphasis on safety begins inside the front cover with a chart of safety symbols and their meanings. All Explore Activities, MiniLABs, and Activities contain safety symbols and safety precautions as needed. In the teacher’s edition, laboratory safety and chemical storage and disposal are discussed on pages 18T.</p>
<p>2. Materials emphasize the use of effective instructional practices and learning theories.</p> <ul style="list-style-type: none"> • Students are guided through different approaches such as the learning cycle. • Students are provided the opportunity to conduct scientific inquiry appropriate for their age, grade, and maturity. • Concepts are introduced through concrete experiences. • Students are required to use manipulative materials during investigations and activities. • Multiple opportunities are provided for students to apply concepts. • Learning activities offer opportunities for students to revise their prior knowledge and create new knowledge. • Students are encouraged to pose questions and to identify problems, as well as propose multiple solutions and design and conduct tests of inference. • Students collect and interpret data through a variety of technologies and draw conclusions based on that data. 	<p>The teacher wraparound edition is organized around a three-step learning cycle—1. Motivate, 2. Teach, 3. Assess. Each chapter begins with a Foldables-Reading and Study Skills to help students organize information.</p> <p>All chapters and activities are reviewed by teachers for grade-level appropriateness.</p> <p>The Explore Activity at the beginning of each chapter introduces the lesson and ensuing content.</p> <p>MiniLABs and Activities introduce or reinforce content using a wide variety of materials and equipment.</p> <p>Students apply concepts in MiniLABs, Activities, Problem-Solving Activities, Math Skills Activities, and in the Think Critically questions in Section Assessments and Chapter Assessments.</p> <p>Design Your Own Experiment Activities (such as pages 114-115) provide opportunities to use prior knowledge and newly acquired information in order, to pose questions, form hypotheses, and design investigations. Data collection and analysis allow students to draw conclusions, create new knowledge, and revise prior knowledge.</p>

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<p>3. Materials present content in an accurate, unbiased manner, and are based on sound science.</p> <ul style="list-style-type: none"> • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. • The materials are free of non-scientific explanation. 	<p>All Glencoe student and teacher editions are written and edited by content experts. The chapters are verified by fact-checkers. In addition, the books are reviewed and critiqued by teachers of the appropriate grade level, safety consultants, post-secondary level content consultants, and other specialists.</p> <p>All materials are checked for production errors by experienced proofers and production editors.</p> <p>Art and photos reflect diversity according to percentages based on US Census data. Inclusion Strategies in the teacher edition provide alternatives for meeting individual needs. Cultural Diversity features within the teacher edition broaden student awareness. People in Science features in the student edition highlight individuals from diverse cultures and ethnic backgrounds.</p> <p>Explanations are based in scientific fact.</p>

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<p>4. Materials promote student assessment as an integral part of the instructional process.</p> <ul style="list-style-type: none"> • Assessment suggestions and scoring criteria for student performances on work such as lab practicals or tasks, concept maps, research projects, observation checklists, etc., are provided. • Assessment items include multiple-choice, short answer, essay and open-ended questions with charts, graphs, and diagrams imbedded within the items. • Options include techniques for assessing students’ prior knowledge. • Assessment items reflect the rigor and the intent of the standards. For example, they require students to use higher order thinking skills to apply, analyze, synthesize, evaluate, and make judgments or recommendations. 	<p>The student and teacher edition contain numerous opportunities for assessment. Student edition: Reading Checks through out, Science Journal, MiniLAB analysis, Conclude and Apply in Activities, Section Assessment, Skill Builder Activities, caption questions, Chapter Study Guide and Assessment, and Test Practice. Teacher edition: ✓ Assessment (authentic, portfolio, and performance), Discussion, Check for Understanding, and Mini-Quiz. The teacher’s edition contains teaching strategies, sample data, and answers to aid teachers in scoring student performance.</p> <p>Chapter Study Guides and Assessments contain a variety of assessment items. For examples see pages 26-29. 56-59, and 88-91.</p> <p>The teacher edition provides opportunities to assess student’s’ prior knowledge in Tie to Prior Knowledge and Identifying Misconceptions.</p> <p>Correlations to Benchmarks and the National Science Standards are presented on teacher edition pages 6T-7T. Students develop and apply higher order thinking skills throughout. For examples, see pages 28-29, 58-59, and 90-91.</p>

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<p>Additional Criteria</p>	<p>Evidence Please provide information that will assist the reviewers in identifying support for the following criterion indicators.</p>
<p>5. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.</p> <ul style="list-style-type: none"> • Materials are organized appropriately within and among units of study. • Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. • Writing style, length of sentences, and vocabulary are appropriate. • Graphics and illustrations are appropriate. • Level of abstraction is appropriate, and real life examples, including careers are provided. • Sufficient applications are provided to promote depth of understanding. 	<p>Student edition is reviewed by teachers for grade-level appropriateness. Four major themes of energy, systems and interactions, scale and structure, and stability and change are developed in the student edition and discussed throughout the teacher edition.</p> <p>Each chapter is divided into two to four sections. Each section is organized by titles and subheads that help students outline the main ideas.</p> <p>All chapters were checked for grade-level readability by Swinburne Readability Laboratory.</p> <p>Graphics and illustrations provide age-appropriate information that helps students visualize the abstract (pages 65, 126, 134, 139), connect their everyday lives to science (pages 20, 62, 108) and careers (pages 4, 5, 95), and demonstrate applications (pages 65, 66, 97). Note National Geographic Visualizing (pages 17, 66, 111, 137).</p>