

Course: Marine Science I
Course Number: 2002500
Title: Marine Biology, 5th Edition
Authors: Castro, Huber
Publisher: Glencoe/McGraw-Hill
Copyright: 2005

Online Resources used in Correlations

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PowerWeb Oceanography: http://highered.mcgraw-hill.com/sites/0072933569/student_view0/powerweb_oceanography.html

Online Learning Center Chapter Resources/OLC: http://highered.mcgraw-hill.com/sites/0072933569/student_view0/chapter1/

Marine Biology Case Studies/Case Studies: <http://www.mhhe.com/biosci/pae/marinebiology/casestudies/>

Essential Study Partner/ESP: http://highered.mcgraw-hill.com/sites/0072933569/student_view0/zoology_esp.html



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT/COURSE: Marine Science I

COURSE CODE NUMBER: 2002500

SUBMISSION TITLE: Marine Biology, 5th Edition by Castro and Huber © 2005

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 1. Apply knowledge of the nature of science and scientific habits of mind to solve problems, and employ safe and effective use of laboratory and field technologies.

STRAND: H. The Nature of Science

STANDARD: 1. The student uses the scientific processes and habits of mind to solve problems.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
SC.H.1.4.1 know that investigations are conducted to explore new phenomena, to check on previous results, to test how well a theory predicts, and to compare different theories.	4-12, 11-19, 24-28 (I) 89 (M) 96 (I) 125 (M) 236-237, 298-300, 304, 351,359, 415 (I)	<u>POWERWEB</u> <u>Unit 1— article 2</u>	<u>POWERWEB</u> <u>Unit 1—article 2 - test your knowledge</u>	<u>CASE STUDIES</u> Rejecting a pet hypothesis	<u>OLC</u> <u>Chapter 1--flashcards</u>
SC.H.1.4.2 know that from time to time, major shifts occur in the scientific view of how the world works, but that more often, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge.	17-19, 24-28, 37, 89, 96 (I) 123 (M) 125, 185 (I)	<u>POWERWEB</u> <u>Unit 1—article 2</u>	<u>POWERWEB</u> <u>Unit 1—article 2 - test your knowledge</u>	<u>CASE STUDIES</u> Rejecting a pet hypothesis	<u>OLC</u> <u>Chapter 1--flashcards</u>

<p>SC.H.1.4.3 understand that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional disregarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.</p>	<p>14-19, 36-37, 311 (I)</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—article 2</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—article 2 - test your knowledge</p>	<p><u>CASE STUDIES</u> Rejecting a pet hypothesis</p>	<p><u>OLC</u> <u>Chapter 1</u>--flashcards</p>
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*In depth/*Mentioned*



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GRADE: 9-12

INTENDED OUTCOME: 2. Describe the unique physical characteristics of the marine environment.

STRAND: D. Processes that Shape the Earth

STANDARD: 1. The student describes patterns of structure and function in living things.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	21-22, 33-37, Ch. 3 (40-61), 74-78, 229-230, 293-244, 250-252, 266-268 (I)	<u>CASE STUDIES</u> Gulf of Mexico--Auto traffic beaches <u>POWERWEB</u> <u>Unit 1</u> —articles 1-4, 7-9 <u>Unit 2</u> —articles 10, 11, 13-17 <u>Unit 3</u> —articles 20-28 <u>Unit 4</u> —29-31, 33, 35	<u>CASE STUDIES</u> Gulf of Mexico--Auto traffic beaches - questions <u>POWERWEB</u> <u>Unit 1</u> —articles 1-4, 7-9 - quiz <u>Unit 2</u> —articles 10, 11, 13-17 - quiz <u>Unit 3</u> —articles 20-28 - quiz <u>Unit 4</u> —29-31, 33, 35 - quiz	<u>POWERWEB</u> <u>Unit 1</u> —articles 1-4, 7-9 <u>Unit 2</u> —articles 10, 11, 13-17 <u>Unit 3</u> —articles 20-28 <u>Unit 4</u> —29-31, 33, 35 <u>CASE STUDIES</u> <u>Gulf of Mexico</u> --Auto traffic beaches	<u>OLC</u> Chapter 2, 3, 13, 14, 18—flashcards, see it in motion

<p>SC.D.1.4.1 know how climatic patterns on Earth result from an interplay of many factors (Earth's topography, its rotation on its axis, solar radiation, the transfer of heat energy where the atmosphere interfaces with lands and oceans, and wind and ocean currents).</p>	<p>42, 52-54, 251-252 (I) 279(M) 332-338 (I)</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-8 <u>Unit 2</u>—articles 10-18 <u>Unit 3</u>—articles 20-27 <u>Unit 4</u>—articles 29, 33</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-8 - quiz <u>Unit 2</u>—articles 10-18 - quiz <u>Unit 3</u>—articles 20-27 - quiz <u>Unit 4</u>—articles 29, 33 - quiz</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-8 <u>Unit 2</u>—articles 10-18 <u>Unit 3</u>—articles 20-27 <u>Unit 4</u>—articles 29, 33 <u>OLC</u> Tsunami, great earthquakes</p>	<p><u>OLC</u> <u>Chapter 2, 3, 13, 14, 18</u>—flashcards, see it in motion</p>
<p>SC.D.1.4.2 know that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways (e.g., forming mountain ranges and rift valleys, causing earthquake and volcanic activity, and forming undersea mountains that can become ocean islands).</p>	<p>Ch. 2 (pp. 21-38) in its entirety, 226, 249-250, 298-299 (I)</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-3 <u>Unit 2</u>—articles 10, 15</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-3 - quiz <u>Unit 2</u>—articles 10, 15 - quiz</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-3 <u>Unit 2</u>—articles 10, 15</p>	<p><u>OLC</u> <u>Chapter 2, 3, 13, 14, 18</u>—flashcards, see it in motion</p>



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GRADE: 9-12

INTENDED OUTCOME: 3. Demonstrate knowledge of marine communities, food chains, and food webs.

STRAND: E. Earth and Space

STANDARD: 1. The student understand the interaction and organization in the Solar System and the universe and how this affects life on Earth.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	Ch. 10 -16 (pp. 206-361) in their entirety (I)	<u>Essential Study Partner</u> —evolution, diversity, ecology	<u>Essential Study Partner</u> —evolution, diversity, ecology - quiz	<u>OLC Chapter 2, 3, 13, 14, 18</u> —flashcards, see it in motion	<u>Essential Study Partner</u> —evolution, diversity, ecology - topic review <u>OLC Chapter 2, 3, 13, 14, 18</u> —flashcards, see it in motion
SC.E.1.4.3 know the various reasons that Earth is the only planet in our Solar System that appears to be capable of supporting life as we know it.	40-48, 77-78 (I)			<u>OLC Chapter 2, 3, 13, 14, 18</u> —flashcards, see it in motion	<u>OLC Chapter 2, 3, 13, 14, 18</u> —flashcards, see it in motion

*In depth/*Mentioned*



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INTENDED OUTCOME: 3. Demonstrate knowledge of marine communities, food chains, and food webs.

STRAND: G. How Living Things Interact with their Environment

STANDARD: 1. The student understands the competitive, interdependent, cyclic nature of living things in the environment.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
SC.G.1.4.1 know of the great diversity and interdependence of living things.	71-73, 80, 82-84, 97 359, 268, and on almost every page from Ch. 4 through Ch. 19 (I)	<u>CASE STUDIES</u> <u>Pacific--Invasive marine species</u> <u>Atlantic-- salt marsh</u> <u>Coral reef—habit, recruitment</u> <u>POWERWEB</u> <u>Unit 1—articles 4, 9</u> <u>Unit 2—articles 11, 13, 18</u> <u>Unit 3—article 25</u> <u>Unit 4—articles 29-37</u>	<u>CASE STUDIES</u> <u>Pacific--Invasive marine species - questions</u> <u>Atlantic-- salt marsh - questions</u> <u>Coral reef—habit, recruitment - questions</u> <u>POWERWEB</u> <u>Unit 1—articles 4, 9 - quiz</u> <u>Unit 2—articles 11, 13, 18, quiz</u>	<u>CASE STUDIES</u> <u>Unit 1—articles 4, 9</u> <u>Unit 2—articles 11, 13, 18</u> <u>Unit 3—article 25</u> <u>Unit 4—articles 29-37</u> <u>CASE STUDIES</u> <u>Pacific--Invasive marine species, box jellyfish</u> <u>Atlantic-- land crab, tidal marshes, salt</u>	<u>Essential Study Partner—evolution, diversity, ecology - topic review</u> <u>OLC</u> <u>Chapter 4—19,</u> <u>flashcards & see it in motion</u>

		<u>Essential Study Partner</u> —evolution, diversity, ecology	<u>Unit 3</u> —article 25 - quiz <u>Unit 4</u> —articles 29-37 - quiz <u>Essential Study Partner</u> —evolution, diversity, ecology - quiz	marsh <u>Coral reef</u> —habit, recruitment <u>Estuaries</u> —Peconic estuary	
SC.G.1.4.2 understand how the flow of energy through an ecosystem made up of producers, consumers, and decomposers carries out the processes of life and that some energy dissipates as heat and is not recycled.	67-74, 77-78, 89-93 (I) 101-102(M) 214-222, 255-264, 276, 300-304, 311, 312-314, 326-329, 347 (I)	<u>CASE STUDIES Atlantic</u> —salt marshes <u>Gulf of Mexico</u> —auto traffic beaches <u>POWERWEB Unit 1</u> —articles 4, 9 <u>Unit 2</u> —articles 13, 18 <u>Unit 4</u> – articles 29, 30, 35, 36	<u>CASE STUDIES Atlantic</u> —salt marshes - questions <u>Gulf of Mexico</u> —auto traffic beaches - questions <u>POWERWEB Unit 1</u> —articles 4, 9 - quiz <u>Unit 2</u> —articles 13, 18 - quiz <u>Unit 4</u> – articles 29, 30, 35, 36 - quiz	<u>CASE STUDIES Atlantic</u> —tidal marshes, salt marshes <u>Pacific</u> - box jellyfish; <u>Gulf of Mexico</u> —auto traffic beaches <u>POWERWEB Unit 1</u> —articles 4, 9 <u>Unit 2</u> —articles 13, 18 <u>Unit 4</u> – articles 29, 30, 35, 36	<u>OLC Chapter 4, 5, 10, 11, 12, 13, 15</u> —flashcards, see it in motion
SC.G.1.4.3 know that the chemical elements that make up the molecules of living things are combined and recombined in different ways.	66-73, 90-93 (I) 123(M) 244, 286-289, 300-301, 360-361 (I)	<u>POWERWEB Unit 1</u> —article 5 <u>Unit 2</u> —articles 12, 14 <u>Unit 3</u> – articles 21, 22, 25	<u>POWERWEB Unit 1</u> —article 5, quiz <u>Unit 2</u> —articles 12, 14, quiz <u>Unit 3</u> – articles 21, 22, 25, quiz	<u>POWERWEB Unit 1</u> —article 5 <u>Unit 2</u> —articles 12, 14 <u>Unit 3</u> – articles 21, 22, 25	<u>OLC Chapter 2, 3, 4, 9, 18</u> —Flashcards, see it in motion

		<u>Unit 4</u> —article 40	<u>Unit 4</u> —article 40, quiz	<u>Unit 4</u> —article 40	
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*In depth/*Mentioned*



**CORRELATION
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& GRADE LEVEL EXPECTATIONS**

SUBJECT/COURSE: Marine Science I

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SUBMISSION TITLE: Marine Biology, 5th Edition by Castro and Huber © 2005

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GRADE: 9-12

INTENDED OUTCOME: 4. Describe the physical and biological characteristics of the planktonic, benthic, and nektonic regions of the oceans.

STRAND: F. Processes of Life

STANDARD: 1. The student describes patterns of structure and function in living things.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	51-52, 56-61, 222-223 Chapters 11-16 (225-362) in their entirety (I)	<u>CASE STUDIES</u> Coral reefs—habitat use, recruitment <u>POWERWEB</u> Unit 2—articles 11, 18 Unit 4—articles 29-32, 34, 35 <u>Essential Study Partner</u> —evolution, diversity, ecology	<u>CASE STUDIES</u> Coral reefs—habitat use, recruitment - questions <u>POWERWEB</u> Unit 2—articles 11, 18, quiz Unit 4—articles 29-32, 34, 35 - quiz <u>Essential Study Partner</u> —evolution, diversity, ecology – quiz	<u>POWERWEB</u> Unit 2—articles 11, 18 Unit 4—articles 29-32, 34, 35 <u>CASE STUDIES</u> Coral reefs—habitat use, recruitment; <u>Estuaries</u> —Peconic estuary	<u>Essential Study Partner</u> —evolution, diversity, ecology - topic review <u>OLC</u> <u>Chapter 4, 5, 6, 10, 11, 12, 13, 14, 16</u> —flashcards, see it in motion

<p>SC.F.1.4.1 know that the body processes involve specific biochemical reactions governed by biochemical principles.</p>	<p>68-70, 89-93, 217-218 (I) 355 (M)</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 4, 5, 9 <u>Unit 2</u>—articles 11, 12, 18 <u>Unit 3</u>—article 25 <u>Unit 4</u>—articles 29, 30, 40</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 4, 5, 9 - quiz <u>Unit 2</u>—articles 11, 12, 18 - quiz <u>Unit 3</u>—article 25 - quiz <u>Unit 4</u>—articles 29, 30, 40 - quiz</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 4, 5, 9 <u>Unit 2</u>—articles 11, 12, 18 <u>Unit 3</u>—article 25 <u>Unit 4</u>—articles 29, 30, 40 <u>CASE STUDIES</u> <u>Estuaries</u>—peconic estuary</p>	<p><u>OLC</u> <u>Chapter 3, 4, 5, 9, 10, 11, 15, 16</u>—flashcards, see it in motion</p>
<p>SC.F.1.4.2 know that body structures are uniquely designed and adapted for their function.</p>	<p>73-74, 110-111 (I) 113(M) 152-160, 166-167, 177 183, 142-143, 192-193 226-229, 230-231, 262 320-322, 326-327, 340-345, 349-350, 351, 354, 358 And on every page where organisms are described (I)</p>	<p><u>CASE STUDIES</u> <u>Coral reefs</u>—habitat use, recruitment; <u>POWERWEB</u> <u>Unit 2</u>—articles 11, 12, 14 <u>Unit 3</u>—articles 21, 22 <u>Unit 4</u> – articles 30-34 <u>Essential Study</u> <u>Partner</u>—evolution, diversity, ecology</p>	<p><u>CASE STUDIES</u> <u>Coral reefs</u>—habitat use, recruitment - questions <u>POWERWEB</u> <u>Unit 2</u>—articles 11, 12, 14 - quiz <u>Unit 3</u>—articles 21, 22 - quiz <u>Unit 4</u> – articles 30-34 - quiz <u>Essential Study</u> <u>Partner</u>—evolution, diversity, ecology - quiz</p>	<p><u>POWERWEB</u> <u>Unit 2</u>—articles 11, 12, 14 <u>Unit 3</u>—articles 21, 22 <u>Unit 4</u> – articles 30-34 <u>CASE STUDIES</u> <u>Coral reefs</u>—habitat use, recruitment; <u>Estuaries</u>—peconic estuary</p>	<p><u>Essential Study</u> <u>Partner</u>—evolution, diversity, ecology - topic review <u>OLC</u> <u>Chapter 4, 5, 10, 11, 12, 13, 15</u>—flashcards, see it in motion</p>

*In depth/Mentioned



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GRADE: 9-12

INTENDED OUTCOME: 4. Describe the physical and biological characteristics of the planktonic, benthic, and nektonic regions of the oceans.

STRAND: G. How Living Things Interact with their Environment

STANDARD: 2. The student understands the consequences of using limited natural resources.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
SC.G.2.4.4 know that the world ecosystems are shaped by physical factors that limit their productivity.	48, 219, 225-232, 243-244, 249-252, 266-267, 271, 275, 278-280, 290-293, 329-336, 341-342 (I)	<u>POWERWEB</u> <u>Unit 1</u> —articles 4, 9 <u>Unit 2</u> —articles 10-13 <u>Unit 3</u> —articles 21, 22, 25-27 <u>Unit 4</u> —articles 29, 31-35, 37-43 <u>CASE STUDIES</u> <u>Gulf of Mexico</u> —auto traffic beaches	<u>POWERWEB</u> <u>Unit 1</u> —articles 4, 9 - quiz <u>Unit 2</u> —articles 10-13 - quiz <u>Unit 3</u> —articles 21, 22, 25-27 - quiz <u>Unit 4</u> —articles 29, 31-35, 37-43 - quiz <u>CASE STUDIES</u> <u>Gulf of Mexico</u> —auto traffic beaches, questions	<u>POWERWEB</u> <u>Unit 1</u> —articles 4, 9 <u>Unit 2</u> —articles 10-13 <u>Unit 3</u> —articles 21, 22, 25-27 <u>Unit 4</u> —articles 29, 31-35, 37-43 <u>CASE STUDIES</u> <u>Atlantic</u> —tidal & salt marshes <u>Gulf of Mexico</u> —auto traffic beaches	<u>OLC</u> <u>Chapters 2, 3, 4, 5, 10, 12, 13, 14, 16, 18, 19</u> —flashcards, see it in motion



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INTENDED OUTCOME: 5. Explain how the physical and chemical properties of seawater and the geology of the ocean basin shape the nature of oceanic life.

STRAND: B. Energy

STANDARD: 1. The student recognizes that energy may be changed in form with varying efficiency.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	30, 33-38, 40-48, 51-52, 110-111, 153-154, 162-165, 213-214, 225-232, 249, 266, 279-295, 342 (I)	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4, 5, 6 <u>Unit 2</u> —articles 11-15, 17 <u>Unit 3</u> —articles 20-22, 25-28 <u>Unit 4</u> – article 33, 36	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4, 5, 6 - quiz <u>Unit 2</u> —articles 11-15, 17 - quiz <u>Unit 3</u> —articles 20-22, 25-28 - quiz <u>Unit 4</u> – article 33, 36 - quiz	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4, 5, 6 <u>Unit 2</u> —articles 11-15, 17 <u>Unit 3</u> —articles 20-22, 25-28 <u>Unit 4</u> – article 33, 36	<u>OLC</u> <u>Chapters 2, 3, 12—16, 18, 19</u> —flashcards, see it in motion
SC.B.1.4.1 understand how knowledge of energy is fundamental to all the	47 (M) 66, 68-70, 77-78, 89-93, 101-102, 326-329, 332-335, 353, 360-361 (I)	<u>CASE STUDIES</u> <u>Atlantic</u> - salt marsh habitat	<u>CASE STUDIES</u> <u>Atlantic</u> - salt marsh habitat - questions	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 2, 4 - 6	<u>OLC</u> <u>Chapters 2, 3, 12, 13, 14, 18</u> —flashcards, see it in motion

<p>scientific disciplines (e.g., the energy required for biological processes in living organisms and the energy required for the building, erosion, and rebuilding of the Earth).</p>		<p><u>Gulf of Mexico</u>—auto traffic beaches</p> <p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 2, 4 - 6</p> <p><u>Unit 2</u> – articles 11-15, 17</p> <p><u>Unit 3</u>—articles, 20-22, 25-28</p> <p><u>Unit 4</u>—articles 33, 36</p>	<p><u>Gulf of Mexico</u>—auto traffic beaches - questions</p> <p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 2, 4 – 6 - quiz</p> <p><u>Unit 2</u> – articles 11-15, 17 - quiz</p> <p><u>Unit 3</u>—articles, 20-22, 25-28 - quiz</p> <p><u>Unit 4</u>—articles 33, 36 - quiz</p>	<p><u>Unit 2</u> – articles 11-15, 17</p> <p><u>Unit 3</u>—articles, 20-22, 25-28</p> <p><u>Unit 4</u>—articles 33, 36</p> <p><u>CASE STUDIES</u> <u>Atlantic</u>—restoration of tidal salt marshes & salt marsh habitat</p> <p><u>Gulf of Mexico</u>—auto traffic beaches</p>	
<p>SC.B.1.4.2 understand that there is conservation of mass and energy when matter is transformed.</p>	<p><i>66-67 (M)</i> <i>89-93 (M)</i> <i>355 (M)</i> <i>360-361 (M)</i></p>	<p><u>CASE STUDIES</u> <u>Atlantic</u>—salt marsh habitat</p> <p><u>Gulf of Mexico</u>—auto traffic beaches</p> <p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 4, 5, 6</p> <p><u>Unit 2</u>—articles 11-14, 17</p> <p><u>Unit 3</u>—articles 20-22, 25-28</p> <p><u>Unit 4</u>—article 33</p>	<p><u>CASE STUDIES</u> <u>Atlantic</u>—salt marsh habitat, questions</p> <p><u>Gulf of Mexico</u>—auto traffic beaches, questions</p> <p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 4, 5, 6 - quiz</p> <p><u>Unit 2</u>—articles 11-14, 17 - quiz</p> <p><u>Unit 3</u>—articles 20-22, 25-28 - quiz</p> <p><u>Unit 4</u>—article 33 - quiz</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1, 4, 5, 6</p> <p><u>Unit 2</u>—articles 11-14, 17</p> <p><u>Unit 3</u>—articles 20-22, 25-28</p> <p><u>Unit 4</u>—article 33</p> <p><u>CASE STUDIES</u> <u>Atlantic</u>—tidal salt marshes & salt marsh habitat</p> <p><u>Gulf of Mexico</u>—auto traffic beaches</p>	<p><u>OLC</u> <u>Chapters 2, 3</u>—flashcards, see it in motion</p>



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GRADE: 9-12

INTENDED OUTCOME: 6. Compare the diverse characteristics of representatives of the major phyla/divisions represented in marine systems.

STRAND: G. How Living Things Interact with their Environment

STANDARD: 2. The student understands the consequences of using limited natural resources.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	81-84, Chapters 5-9 (86-201) in their entirety, 315 (I)	<u>CASE STUDIES</u> <u>Pacific</u> —invasive species <u>Coral reefs</u> —habitat use, recruitment <u>Essential Study Partner</u> —evolution, diversity, ecology <u>POWERWEB</u> <u>Unit 1</u> —articles 3, 4 <u>Unit 2</u> —articles 11, 12	<u>CASE STUDIES</u> <u>Pacific</u> —invasive species - questions <u>Coral reefs</u> —habitat use, recruitment - questions <u>Essential Study Partner</u> —evolution, diversity, ecology - quiz <u>POWERWEB</u> <u>Unit 1</u> —articles 3, 4 - quiz	<u>POWERWEB</u> <u>Unit 1</u> —articles 3, 4 <u>Unit 2</u> —articles 11, 12 <u>Unit 3</u> —articles 21, 22, 24 <u>Unit 4</u> —articles 31-34, 37-43 <u>CASE STUDIES</u> <u>Pacific</u> —invasive species, box jellyfish; <u>Coral reefs</u> —habitat use, recruitment	<u>Essential Study Partner</u> —evolution, diversity, ecology - topic review <u>OLC Chapters 5—9, 16</u> —flashcards, see it in motion

		<u>Unit 3</u> —articles 21, 22, 24 <u>Unit 4</u> —articles 31-34, 37-43	<u>Unit 2</u> —articles 11, 12 - quiz <u>Unit 3</u> —articles 21, 22, 24 - quiz <u>Unit 4</u> —articles 31-34, 37-43 - quiz	<u>Estuaries</u> —peconic estuary	
SC.G.2.4.3 understand how genetic variation of offspring contributes to population control in an environment and that natural selection ensures that those who are best adapted to their surroundings survive to reproduce.	76-81, 206-212, 228, 232-242, 291 (I)	<u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species <u>Coral reefs</u> —habitat use, recruitment <u>POWERWEB</u> <u>Unit 1</u> —articles 3, 4 <u>Unit 2</u> —articles 11, 12 <u>Unit 3</u> —articles 21, 22, 24 <u>Unit 4</u> —articles 31-34, 37-43 <u>Essential Study</u> <u>Partner</u> —evolution, diversity, ecology	<u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species - questions <u>Coral reefs</u> —habitat use, recruitment - questions <u>POWERWEB</u> <u>Unit 1</u> —articles 3, 4 - quiz <u>Unit 2</u> —articles 11, 12 - quiz <u>Unit 3</u> —articles 21, 22, 24 - quiz <u>Unit 4</u> —articles 31-34, 37-43 - quiz <u>Essential Study</u> <u>Partner</u> —evolution, diversity, ecology - quiz	<u>POWERWEB</u> <u>Unit 1</u> —articles 3, 4 <u>Unit 2</u> —articles 11, 12 <u>Unit 3</u> —articles 21, 22, 24 <u>Unit 4</u> —articles 31-34, 37-43 <u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species <u>Coral reefs</u> —habitat use, recruitment <u>Estuaries</u> —peconic estuary	<u>Essential Study</u> <u>Partner</u> —evolution, diversity, ecology, topic review <u>OLC Chapters 4—10</u> —flashcards, see it in motion



**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT/COURSE: Marine Science I

COURSE CODE NUMBER: 2002500

SUBMISSION TITLE: Marine Biology, 5th Edition by Castro and Huber © 2005

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 7. Describe the interrelationship between man and the ocean environment and the need for protection of the natural systems on Earth.

STRAND: D. Processes that Shape the Earth

STANDARD: 2. The student understands the need for protection of the natural systems on Earth.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	186-189, 359, Ch. 18 (390-408) (I)	<u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species <u>Atlantic</u> —land crab, tidal & salt marshes <u>Gulf of Mexico</u> —auto traffic beaches <u>POWERWEB</u> <u>Unit 1</u> —articles 1-5, 8, 9 <u>Unit 2</u> —articles 11-13, 18	<u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species - questions <u>Atlantic</u> —land crab, tidal & salt marshes - questions <u>Gulf of Mexico</u> —auto traffic beaches - questions <u>POWERWEB</u> <u>Unit 1</u> —articles 1-5, 8, 9 - quiz <u>Unit 2</u> —articles 11-13,	<u>POWERWEB</u> <u>Unit 1</u> —articles 1-5, 8, 9 <u>Unit 2</u> —articles 11-13, 18 <u>Unit 3</u> —articles 20-22, 24, 26-28 <u>Unit 4</u> —articles 29-33 <u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species, box jellyfish	<u>OLC</u> <u>Chapters 10, 14, 15, 17, 18, 19</u> —flashcards, see it in motion

		<p><u>Unit 3</u>—articles 20-22, 24, 26-28</p> <p><u>Unit 4</u>—articles 29-33</p>	<p>18 - quiz</p> <p><u>Unit 3</u>—articles 20-22, 24, 26-28 - quiz</p> <p><u>Unit 4</u>—articles 29-33 - quiz</p>	<p><u>Atlantic</u>—land crab, tidal & salt marshes</p> <p><u>Estuaries</u>—peconic estuary</p> <p><u>Gulf of Mexico</u>—auto traffic beaches</p>	
<p>SC.D.2.4.1 understand the interconnectedness of the systems on Earth and the quality of life.</p>	<p>86 (I) 254 (M) Ch. 10 (206-223), 293-294, 316-317, 336-338, Ch 18 (390-409) (I)</p>	<p><u>CASE STUDIES</u> <u>Pacific</u>—endangered salmon, invasive marine species</p> <p><u>Atlantic</u>— salt marsh habitat</p> <p><u>Coral reefs</u>—habitat use, recruitment</p> <p><u>Gulf of Mexico</u>—auto traffic beaches</p> <p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-5, 8, 9</p> <p><u>Unit 2</u>—articles 11-13, 18</p> <p><u>Unit 3</u>—articles 20-22, 24, 26-28</p> <p><u>Unit 4</u>—articles 29-43</p>	<p><u>CASE STUDIES</u> <u>Pacific</u>—endangered salmon, invasive marine species - questions</p> <p><u>Atlantic</u>— salt marsh habitat - questions</p> <p><u>Coral reefs</u>—habitat use, recruitment - questions</p> <p><u>Gulf of Mexico</u>—auto traffic beaches - questions</p> <p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-5, 8, 9 - quiz</p> <p><u>Unit 2</u>—articles 11-13, 18 - quiz</p> <p><u>Unit 3</u>—articles 20-22, 24, 26-28 - quiz</p> <p><u>Unit 4</u>—articles 29-43 - quiz</p>	<p><u>POWERWEB</u> <u>Unit 1</u>—articles 1-5, 8, 9</p> <p><u>Unit 2</u>—articles 11-13, 18</p> <p><u>Unit 3</u>—articles 20-22, 24, 26-28</p> <p><u>Unit 4</u>—articles 29-43</p> <p><u>CASE STUDIES</u> <u>Pacific</u>—endangered salmon, invasive marine species, box jellyfish</p> <p><u>Atlantic</u>—land crab, tidal & salt marshes</p> <p><u>Coral reefs</u>—habitat use, recruitment; <u>Estuaries</u>—peconic estuary</p> <p><u>Gulf of Mexico</u>—auto traffic beaches</p>	<p><u>Essential Study Partner</u>—evolution, diversity, ecology, topic review</p> <p><u>OLC</u> <u>Chapters 10, 14, 15, 17, 18, 19</u>—flashcards, see it in motion</p>

		<u>Essential Study Partner</u> —evolution, diversity, ecology	<u>Essential Study Partner</u> —evolution, diversity, ecology - quiz		
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**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT/COURSE: Marine Science I

COURSE CODE NUMBER: 2002500

SUBMISSION TITLE: Marine Biology, 5th Edition by Castro and Huber © 2005

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 7. Describe the interrelationship between man and the ocean environment and the need for protection of the natural systems on Earth.

STRAND: G. How Living Things Interact with their Environment

STANDARD: 2. The student understands the consequences of using limited natural resources.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
SC.G.2.4.6 know the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).	33 (I) 97(M) 149(M) 174 (M) 180-181(M) 208, 220-221, 249, 262-283, 293-294, 306, 316-317, 359, 367-368, 378 Ch. 18 (390-408) (I)	<u>CASE STUDIES</u> <u>Pacific</u> - Endangered salmon, invasive marine species <u>Atlantic</u> - tidal salt marshes <u>Gulf</u> -Auto traffic beaches <u>POWERWEB</u> <u>Unit 1</u> – articles 3, 4 <u>Unit 3</u> – articles 20-22, 24-28 <u>Unit 4</u> —36-43	<u>CASE STUDIES</u> <u>Pacific</u> - Endangered salmon, invasive marine species - questions <u>Atlantic</u> - tidal salt marshes - questions <u>Gulf of Mexico</u> -Auto traffic beaches - questions <u>POWERWEB</u> <u>Unit 1</u> – articles 3, 4 - quiz <u>Unit 3</u> – articles 20-22, 24-28 - quiz <u>Unit 4</u> —36-43 - quiz	<u>CASE STUDIES</u> <u>Pacific</u> - endangered salmon, invasive marine species, box jellyfish <u>Atlantic</u> - tidal marshes <u>Gulf</u> - Auto traffic beaches <u>POWERWEB</u> <u>Unit 1</u> – articles 3, 4 <u>Unit 3</u> – articles 20-22, 24-28 <u>Unit 4</u> —36-43	<u>OLC</u> <u>Chapters 10, 14, 15, 17, 18, 19</u> —flashcards, see it in motion



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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 8. Describe the present and potential resources of the ocean.

STRAND: G. How Living Things Interact with their Environment

STANDARD: 2. The student understands the consequences of using limited natural resources.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
References to intended outcome, strand, standard.	105, 108-110, Ch. 17 (366-387) (I)	<u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species <u>Atlantic</u> —land crab, tidal & salt marshes; Coral reefs—habitat use, recruitment <u>Gulf of Mexico</u> —auto traffic beaches <u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4-9 <u>Unit 2</u> —articles 13, 14, 18	<u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species - questions <u>Atlantic</u> —land crab, tidal & salt marshes; Coral reefs—habitat use, recruitment - questions <u>Gulf of Mexico</u> —auto traffic beaches - questions <u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4-9 - quiz	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4-9 <u>Unit 2</u> —articles 13, 14, 18 <u>Unit 4</u> —articles 30, 31, 33 <u>CASE STUDIES</u> <u>Pacific</u> —endangered salmon, invasive marine species, box jellyfish <u>Atlantic</u> —land crab, tidal & salt marshes	<u>OLC</u> <u>Chapters 2, 3, 17</u> —flashcards, see it in motion

		<u>Unit 4</u> —articles 30, 31, 33	<u>Unit 2</u> —articles 13, 14, 18 - quiz <u>Unit 4</u> —articles 30, 31, 33 - quiz	<u>Coral reefs</u> —habitat use, recruitment <u>Estuaries</u> —peconic estuary <u>Gulf of Mexico</u> —auto traffic beaches	
SC.G.2.4.1 know that layers of energy-rich organic materials have been gradually turned into great coal beds and oil pools (fossil fuels) by the pressure of the overlying earth and that humans burn fossil fuels to release the stored energy as heat and carbon dioxide.	221 (I) 292 (M) 383-385 (I)	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4, 5 <u>Unit 3</u> - articles 21, 22	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4, 5 - quiz <u>Unit 3</u> - articles 21, 22 - quiz	<u>POWERWEB</u> <u>Unit 1</u> —articles 1, 4, 5 <u>Unit 3</u> - articles 21, 22	<u>OLC</u> <u>Chapters 2, 3, 17</u> —flashcards, see it in motion
SC.G.2.4.2 know that changes in a component of an ecosystem will have unpredictable effects on the entire system but that the components of the system tend to react in a way that will restore the ecosystem to its original condition.	210-211, 240-241, 282-283, 293-294, 305-307, 374-379 (I)	<u>CASE STUDIES</u> <u>Atlantic</u> —salt marsh habitat <u>Coral reefs</u> —habitat use, recruitment <u>Gulf of Mexico</u> —automobile traffic <u>POWERWEB</u> <u>Unit 3</u> —articles 23-28 <u>Unit 4</u> —articles 36-43	<u>CASE STUDIES</u> <u>Atlantic</u> —salt marsh habitat - questions <u>Coral reefs</u> —habitat use, recruitment - questions <u>Gulf of Mexico</u> —automobile traffic - questions <u>POWERWEB</u> <u>Unit 3</u> —articles 23-28 - quiz <u>Unit 4</u> —articles 36-43 - quiz	<u>POWERWEB</u> <u>Unit 3</u> —articles 23-28 <u>Unit 4</u> —articles 36-43 <u>CASE STUDIES</u> <u>Atlantic</u> —tidal & salt marshes <u>Coral reefs</u> —habitat use, recruitment <u>Estuaries</u> —peconic estuary <u>Gulf of Mexico</u> —auto	<u>OLC</u> <u>Chapters 2, 3, 10, 15, 17, 18, 19</u> —flashcards, see it in motion



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SUBJECT/COURSE: Marine Science I

COURSE CODE NUMBER: 2002500

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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 9. Describe how marine science interacts with technology and society.

STRAND: H. The Nature of Science

STANDARD: 3. The student understands that science, technology, and society are interwoven and interdependent.

BENCHMARK	PAGES(S) OR LOCATIONS(S) WHERE TAUGHT in Major Tool- I/M*	PAGES(S) OR LOCATIONS(S) FOR FOCUS LESSONS	Pages or Locations for ASSESSMENTS	Pages or Locations for ENRICHMENTS	Pages or Locations for TUTORIALS
SC.H.3.4.5 know that the value of a technology may differ for different people and at different times.	4-12, 368, 380-382, 386-387, Ch 19 (411-419) (I)	<u>POWERWEB</u> Unit 1—articles 2-9 Unit 2---articles 14, 16, 17, 19 Unit 4—articles 31, 33 <u>CASE STUDIES</u> <u>Pacific</u> —endangered species	<u>POWERWEB</u> Unit 1—articles 2-9 - quiz Unit 2---articles 14, 16, 17, 19 - quiz Unit 4—articles 31, 33 - quiz <u>CASE STUDIES</u> <u>Pacific</u> —endangered species - questions	<u>POWERWEB</u> Unit 1—articles 2-9 Unit 2---articles 14, 16, 17, 19 Unit 4—articles 31, 33 <u>CASE STUDIES</u> <u>Pacific</u> —endangered species	<u>OLC</u> Chapters 17, 18, 19—flashcards, see it in motion
SC.H.3.4.6 know that scientific knowledge is used by those who engage in design and	150, 377-378, 380-382, 386-387, 404-405, 407-408, 415 (I)	<u>POWERWEB</u> Unit 1—articles 2 -9 Unit 2--- articles 14, 16,	<u>POWERWEB</u> Unit 1—articles 2 -9 - quiz	<u>POWERWEB</u> Unit 1—articles 2 -9 Unit 2--- articles 14, 16,	<u>OLC</u> Chapters 17, 18, 19—flashcards, see it in motion

<p>technology to solve practical problems, taking human values and limitations into account.</p>		<p>17, 19</p> <p><u>Unit 4</u>—articles 31, 33</p> <p><u>CASE STUDIES</u> <u>Pacific</u>—endangered species</p>	<p><u>Unit 2</u>--- articles 14, 16, 17, 19 - quiz</p> <p><u>Unit 4</u>—articles 31, 33 - quiz</p> <p><u>CASE STUDIES</u> <u>Pacific</u>—endangered species - questions</p>	<p>17, 19</p> <p><u>Unit 4</u>—articles 31, 33</p> <p><u>CASE STUDIES</u> <u>Pacific</u>—endangered species</p>	
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*In depth/*Mentioned*