

Course: Environmental Science

Course Number: 2001340

Title: Environmental Science: A Study of Interrelationships, 10th edition

Authors: Enger, Smith

Publisher: Glencoe/McGraw-Hill

Copyright: 2006

Online Resources used in Correlation

These resources are made available for the instructor and/or student and are referenced within the correlation. They are available via the Online Learning Center (OLC):

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Essential Study Partner/ ESP: http://highered.mcgraw-hill.com/sites/0072970480/student_view0/essential_study_partner.html

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Online Learning Center Chapter Resources/OLC: http://highered.mcgraw-hill.com/sites/0072970480/student_view0/chapter1/

Animation Quiz/Animations: http://highered.mcgraw-hill.com/sites/0072970480/student_view0/animation_quiz.html



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

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 1. Demonstrate effective implementation of scientific habits of mind

STRAND: No strand

STANDARD: No standard

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
No Benchmark					

*In depth/Mentioned



CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS

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COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 2. Apply knowledge of the nature of science, scientific methodology, and historical content to solve problems, and employ safe and effective use of laboratory technologies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.	63-66 (M)	<u>ESP</u> Principles—Finding solutions	<u>ESP</u> Principles—Finding solutions – <u>Quiz</u>	<u>OLC</u> Lab—Exercise 1	<u>ESP</u> Principles—Finding solutions – <u>Topic review</u>

<p>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.</p>	<p>63-66 (M) 108-110 (M) 334 (M) 403-410 (I)</p>	<p><u>ESP Principles</u>—finding solutions</p>	<p><u>ESP Principles</u>—finding solutions – <u>Quiz</u></p>	<p><u>OLC Lab</u>—Exercise 1</p>	<p><u>ESP Principles</u>—Finding solutions – <u>Topic review</u></p>
<p>SC.H.1.4.3 understand that not 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 discarding of theories, new and old, never ends and lease to an increasingly better understand of how things work in the world, but not to absolute truth.</p>	<p>39-42, 63-66(M)</p>	<p><u>ESP Principles</u>—Finding solutions</p>	<p><u>ESP Principles</u>—Finding solutions – <u>Quiz</u></p>	<p><u>OLC Lab</u>—Exercise 1</p>	<p><u>ESP Principles</u>—Finding solutions – <u>Topic review</u></p>
<p>SC.H.1.4.4 know that scientists in any one</p>	<p>65, 66(M)</p>	<p><u>ESP Principles</u>—Finding</p>	<p><u>ESP Principles</u>—Finding</p>	<p><u>OLC Lab</u>—Exercise 1</p>	<p><u>ESP Principles</u>—Finding</p>

research group tend to see things alike and that therefore scientific teams are expected to seek out the possible sources of bias in the design of their investigations and in their data analysis.		solutions	solutions – <u>Quiz</u>		solutions – <u>Topic review</u>
SC.H.1.4.5 understand that new ideas in science are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and usually grow slowly from many contributors.	<i>39-42 (M)</i>	<u>ESP Principles</u> —Finding solutions	<u>ESP Principles</u> —Finding solutions – <u>Quiz</u>	<u>OLC Lab</u> —Exercise 1	<u>ESP Principles</u> —Finding solutions – <u>Topic review</u>
SC.H.1.4.6 understand that, in the short run, new ideas that do not mesh well with mainstream ideas in science often encounter vigorous criticism and that, in the long run, theories are judged by how they fit with other theories, the range of observations they explain,	<i>39-42, 65, 66 (M)</i>	<u>ESP Principles</u> —Finding solutions	<u>ESP Principles</u> —Finding solutions – <u>Quiz</u>	<u>OLC Lab</u> —Exercise 1	<u>ESP Principles</u> —Finding solutions – <u>Topic review</u>

how well they explain observations, and how effective they are in predicting new findings.					
SC.H.1.4.7 understand that importance of a sense of <u>responsibility</u> , a commitment to peer review, truthful reporting of the methods and outcomes of investigations, and making the public aware of the findings.	<i>63-65 (M)</i>	<u>ESP Principles</u> —Finding solutions	<u>ESP Principles</u> —Finding solutions – <u>Quiz</u>	<u>OLC Lab</u> —Exercise 1	<u>ESP Principles</u> —Finding solutions – <u>Topic review</u>

*In depth/Mentioned



CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 2. Apply knowledge of the nature of science, scientific methodology, and historical content to solve problems, and employ safe and effective use of laboratory technologies

STRAND: H. The Nature of Science

STANDARD: 2. The student understands that most natural events occur in comprehensible, consistent patterns.

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. 2.4.1 know that scientists assume that the universe is a vast system in which basic rules exist that may range from very simple to extremely complex, but that scientists operate on the belief that the rules can	63 (M)	<u>ESP</u> Principles—Finding solutions	<u>ESP</u> Principles—Finding solutions – <u>Quiz</u>	<u>OLC</u> Lab —Exercise 1	<u>ESP</u> Principles—Finding solutions – <u>Topic review</u>

be discovered by careful, systemic study.					
SC.H.2.4.2 know that scientists control conditions in order to obtain evidence, but when that is not possible for practical or ethical reasons, they try to observe a wide range of natural occurrences to discern patterns.	<i>64-65 (M)</i>	<u>ESP Principles</u> —Finding solutions	<u>ESP Principles</u> —Finding solutions – <u>Quiz</u>	<u>OLC Lab</u> —Exercise 1	<u>ESP Principles</u> —Finding solutions – <u>Topic review</u>

*In depth/Mentioned



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GRADE: 9-12

INTENDED OUTCOME: 3. Demonstrate use of relevant terminology

STRAND: No strand

STANDARD: No standard

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
No Benchmark. References to intended outcome.	7,8,17, 21, 22, 24, 25, 27, 39, 40, 43, 45, 46, 50, 63, 64, 79,80,82—88, 105, 90—96, 105, 106, 110-116, 119—128, 187, 192—194, 206, 221—226, 236, 248, 249, 256—260, 264, 270, 272, 274,	<u>ESP</u> <u>Principles</u> —finding solutions, matter & life, communities, ecosystems, biomes; <u>Populations</u> —dynamics, human populations,	<u>ESP</u> <u>Principles</u> —finding solutions, matter & life, communities, ecosystems, biomes; <u>Quiz</u> <u>Populations</u> —dynamics, human	<u>POWERWEB</u> <u>Unit 1</u> —Articles 1-7 <u>Unit 2</u> —Articles 8-16 <u>Unit 3</u> —Articles 18-25 <u>Unit 4</u> — Articles 26-	<u>ESP</u> <u>Principles</u> —finding solutions, matter & life, communities, ecosystems, biomes; <u>Topic review</u> <u>Populations</u> —dynamics, human

	<p>284, 285, 221—226, 236, 248, 249, 256—260, 264 270, 272, 274, 284, 285, 288—298, 306—321, 330-338, 344, 345, 347, 353—355, 357—360, 364—366 369—377, 390—396, 400, 403, 405—409, 414, 420, 423, 424, 426, 428, 429, 436, 437, 439, 440, 443, 446, 447 (I)</p>	<p>economics, toxicology, societal issues, agriculture, pesticides, biodiversity, use of resources, natural areas;</p> <p><u>Physical resources</u>—the Earth, air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7 <u>Unit 2</u>—Articles 8-16 <u>Unit 3</u>—Articles 18-25 <u>Unit 4</u>— Articles 26-31 <u>Unit 5</u>— Articles 32-38</p>	<p>populations, economics, toxicology, societal issues, agriculture, pesticides, biodiversity, use of resources, natural areas; <u>Quiz</u></p> <p><u>Physical resources</u>—the Earth, air pollution, water, energy, waste – <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7 - <u>Quiz</u> <u>Unit 2</u>—Articles 8-16 - <u>Quiz</u> <u>Unit 3</u>—Articles 18-25 - <u>Quiz</u> <u>Unit 4</u>— Articles 26-31 - <u>Quiz</u> <u>Unit 5</u>— Articles 32-</p>	<p>31</p> <p><u>Unit 5</u>— Articles 32-38</p> <p><u>Unit 6</u>—Articles 39-44</p>	<p>populations, economics, toxicology, societal issues, agriculture, pesticides, biodiversity, use of resources, natural areas; <u>Topic review</u></p> <p><u>Physical resources</u>—the Earth, air pollution, water, energy, waste <u>Topic review</u></p> <p><u>POWERWEB</u> Environmental Science, Analytical Methods, Glossary</p>
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		<u>Unit 6</u> —Articles 39-44	38 - <u>Quiz</u> <u>Unit 6</u> —Articles 39-44 - <u>Quiz</u>		
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CORRELATION
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GRADE: 9-12

INTENDED OUTCOME: 4. Demonstrate understanding of the processes that shaped the surfaces of the Earth

STRAND: D. Processes that Shape the Earth

STANDARD: 1. The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the 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
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	305-328 (I)	<u>ESP</u> <u>Physical resources—</u> the Earth	<u>ESP</u> <u>Physical resources—</u> the Earth – <u>Quiz</u>		<u>ESP</u> <u>Physical resources—</u> the Earth – <u>Topic review</u>

ways (e.g., forming mountain ranges and rift valleys, causing earthquake and volcanic activity and forming undersea mountains that can become ocean islands)					
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*In depth/Mentioned



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GRADE: 9-12

INTENDED OUTCOME: 5. Demonstrate understanding of the influences of technology on air, land, and water quality

STRAND: No strand

STANDARD: No standard

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
No benchmark. References to intended outcome.	6,10, 11, 12—14, 46, 47, 52—57, 58, 101, 171-450 (I)	<u>ESP Populations</u> — economics; <u>Living resources</u> — agriculture, pesticides, use of resources;	<u>ESP Populations</u> — economics - <u>Quiz</u> <u>Living resources</u> — agriculture, pesticides, use of resources - <u>Quiz</u>	<u>POWERWEB</u> <u>Unit 1</u> — Articles 1-7 <u>Unit 2</u> —Articles 11, 13, 14, 17 <u>Unit 3</u> —Articles 18 - 24	<u>ESP Populations</u> — economics – <u>Topic review</u> <u>Living resources</u> — agriculture, pesticides, use of resources – <u>Topic</u>

		<p><u>Physical resources</u>— air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Unit 1</u>— Articles 1-7</p> <p><u>Unit 2</u>—Articles 11, 13, 14, 17</p> <p><u>Unit 3</u>—Articles 18 - 24</p> <p><u>Unit 5</u>— Articles 32- 38</p> <p><u>Unit 6</u>— Articles 39- 44</p>	<p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u> – Articles 1-7 <u>Quiz</u></p> <p><u>Unit 2</u>— Articles 11, 13, 14, 17 - <u>Quiz</u></p> <p><u>Unit 3</u>—Articles 18- 24 - <u>Quiz</u></p> <p><u>Unit 5</u>—Articles 32- 38 - <u>Quiz</u></p> <p><u>Unit 6</u>— Articles 39- 44 – <u>Quiz</u></p>	<p><u>Unit 5</u>— Articles 32- 38</p> <p><u>Unit 6</u>— Articles 39- 44</p>	<p><u>review</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Topic</u> <u>review</u></p> <p><u>POWERWEB</u> Environmental science, analytical methods, glossary</p> <p><u>OLC</u> Chapter 3,11,14,15,16,17,18,1 9--<u>labeling</u></p>
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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 6. Demonstrate knowledge of ways to minimize the impact of pollutants on air, land, and water

STRAND: No strand

STANDARD: No standard

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
No benchmark. References to intended outcome.	6, 10, 11—14, 46, 47, 52—57, 58, 101, 183-184, 197-218, 236-238, 268-277, 290—303, 316-325, 343—345, 352—382, 388—418, 419-450 (I)	<u>ESP Populations</u> — economics; <u>Living resources</u> — agriculture, pesticides; <u>Physical resources</u> —	<u>ESP Populations</u> — economics - <u>Quiz</u> <u>Living resources</u> — agriculture, pesticides – <u>Quiz</u> <u>Physical resources</u> —	<u>POWERWEB</u> <u>Unit 1</u> —Articles 1-7 <u>Unit 2</u> —Articles 14, 16 <u>Unit 3</u> - Article 24	<u>ESP Populations</u> — economics – <u>Topic review</u> <u>Living resources</u> — agriculture, pesticides – <u>Topic review</u>

		<p>air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7</p> <p><u>Unit 2</u>—Articles 14, 16</p> <p><u>Unit 3</u> - Article 24</p> <p><u>Unit 5</u>— Articles 32-38</p> <p><u>Unit 6</u>—Articles 39-44</p>	<p>air pollution, water, energy, waste – <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7 - <u>Quiz</u></p> <p><u>Unit 2</u>—Articles 14, 16 - <u>Quiz</u></p> <p><u>Unit 3</u> - Article 24 - <u>Quiz</u></p> <p><u>Unit 5</u>— Articles 32-38 - <u>Quiz</u></p> <p><u>Unit 6</u>—Articles 39-44 - <u>Quiz</u></p>	<p><u>Unit 5</u>— Articles 32-38</p> <p><u>Unit 6</u>—Articles 39-44</p>	<p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>POWERWEB</u> Environmental science, analytical methods, <u>glossary</u></p> <p><u>OLC</u> Chapter 3,11,14,15,16,17,18,19--<u>labeling</u></p>
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*In depth/Mentioned



**CORRELATION
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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 7. Demonstrate understanding of use and conservation of natural resources

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.2.4.5 understand that the amount of life and any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth.	6—8, 10—14, 39—42, 46, 50—58, 90-100, 101, 136-137, 169—242, 246 - 277, 280—303, 305-327, 329—343, 352—383, 388—418 (I)	<u>ESP</u> <u>Principles-</u> <u>Ecosystems</u> <u>Populations</u> —human populations, economics <u>Living resources</u> —	<u>ESP</u> <u>Principles-</u> <u>Ecosystems – Quiz</u> <u>Populations</u> —human populations, economics – <u>Quiz</u> <u>Living resources</u> —	<u>POWERWEB</u> <u>Unit 1</u> —Articles 1-7 <u>Unit 2</u> —Articles 8-16 <u>Unit 3</u> —Articles 18-25 <u>Unit 4</u> – Articles 26-	<u>ESP</u> <u>Principles-</u> <u>Ecosystems – Topic review</u> <u>Populations</u> —human populations, economics – <u>Topic review</u>

		<p>agriculture, pesticides, biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>—air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7 <u>Unit 2</u>—Articles 8-16 <u>Unit 3</u>—Articles 18-25 <u>Unit 4</u> – Articles 26-31 <u>Unit 5</u>—Articles 32-38 <u>Unit 6</u>—Articles 39-44</p>	<p>agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Quiz</u></p> <p><u>Physical resources</u>—air pollution, water, energy, waste – <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7 - <u>Quiz</u> <u>Unit 2</u>—Articles 8-16 - <u>Quiz</u> <u>Unit 3</u>—Articles 18-25 - <u>Quiz</u> <u>Unit 4</u> – Articles 26-31 - <u>Quiz</u> <u>Unit 5</u>—Articles 32-38 - <u>Quiz</u> <u>Unit 6</u>—Articles 39-44 - <u>Quiz</u></p>	<p>31</p> <p><u>Unit 5</u>—Articles 32-38 <u>Unit 6</u>—Articles 39-44</p>	<p><u>Living resources</u>—agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources</u>—air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>OLC</u> Chapters 3,8,9,10,11,12,13,14,15,16,17,18,19-- <u>labeling</u></p>
SC.G.2.4.6 know the	6—8, 10—14, 50—	<u>ANIMATION</u>	<u>ANIMATION</u>	<u>POWERWEB</u>	<u>ESP</u>

<p>ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).</p>	<p>58, 101, 148-165, 169—242, 255—263, 280—303, 329—343, 352—382, 388—434 (I)</p>	<p><u>QUIZ</u> 1. Global warming 2. Acid rain 3. Ozone depletion 4. Deoxygenation of lakes - <u>Animation</u></p> <p><u>ESP</u> <u>Populations</u>—human populations, economics, toxicology, societal issues</p> <p><u>Living resources</u>—food, agriculture, pesticides, biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>—air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Units 1-6 – All Articles</u></p>	<p><u>QUIZ</u> 1. Global warming 2. Acid rain 3. Ozone depletion 4. Deoxygenation of lakes - <u>Quiz</u></p> <p><u>ESP</u> <u>Populations</u>—human populations, economics, toxicology, societal issues – <u>Quiz</u></p> <p><u>Living resources</u>—food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Quiz</u></p> <p><u>Physical resources</u>—air pollution, water, energy, waste - <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Units 1-6 – All Articles -Quiz</u></p>	<p><u>Units 1-6 – All Articles</u></p>	<p><u>Populations</u>—human populations, economics, toxicology, societal issues – <u>Topic review</u></p> <p><u>Living resources</u>—food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources</u>—air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>OLC</u> Chapter 3,8,9,10,11,12,13,14,15,16,17,18,19-- <u>labeling</u></p>
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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 8. Demonstrate understanding of biodiversity and its influence on the stability of an ecosystem

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.2.4.2 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	6, 8, 10, 11, 48, 49, 54—58, 82—94, 101, 104—130, 246—276, 280—303, 329—350, 352—382 (I)	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation 4. Acid rain 5. Deoxygenation of lakes - <u>Animation</u>	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation 4. Acid rain 5. Deoxygenation of lakes - <u>Quiz</u>	<u>POWERWEB</u> <u>Units 1-6 – All Articles</u>	<u>ESP</u> <u>Principles-Overview</u> , communities, ecosystems, biomes – <u>Topic review</u> <u>Populations—</u> dynamics, economics, societal issues –

condition.		<p><u>ESP Principles-Overview</u>, communities, ecosystems, biomes;</p> <p><u>Populations—</u> dynamics, economics, societal issues</p> <p><u>Living resources—</u> food, agriculture, pesticides, biodiversity, use of resources, natural areas</p> <p><u>Physical resources—</u> air pollution, water, energy, waste</p> <p><u>POWERWEB Units 1-6 – All Articles</u></p>	<p><u>ESP Principles-Overview</u>, communities, ecosystems, biomes – <u>Quiz</u></p> <p><u>Populations—</u> dynamics, economics, societal issues – <u>Quiz</u></p> <p><u>Living resources—</u> food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Quiz</u></p> <p><u>Physical resources—</u> air pollution, water, energy, waste - <u>Quiz</u></p> <p><u>POWERWEB Units 1-6 – All Articles - Quiz</u></p>		<p><u>Topic review</u></p> <p><u>Living resources—</u> food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources—</u> air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>OLC</u> Chapter 6,7, 8,9,10,11,12,13,14,15, 16,17,18,19--<u>labeling</u></p>
SC.G.2.4.3 understand how genetic variation offspring contributes to population control in an	82—94, 246—255, 264—268, 337—342, 345—348 (I)	<u>ANIMATION QUIZ</u> 1. Symmetry in nature	<u>ANIMATION QUIZ</u> 1. Symmetry in nature	<u>POWERWEB Unit 1—</u> Articles 1, 2, 3, 4, 6	<u>ESP Principles-Overview</u> , communities, ecosystems, biomes –

<p>environment and that natural selection ensures that those who are best adapted to their surroundings survive to reproduce.</p>		<p>2. Evolution of fish jaws 3. Transition to land 4. Molecular clock <u>Animation</u></p> <p><u>ESP Principles</u>-Overview, communities, ecosystems, biomes</p> <p><u>Populations</u>—dynamics, human populations, economics, societal issues</p> <p><u>Living resources</u>—pesticides, biodiversity</p> <p><u>POWERWEB</u> <u>Unit 1</u>— Articles 1, 2, 3, 4, 6</p> <p><u>Unit 3</u>—Articles 18 - 25</p> <p><u>Unit 4</u>—Articles 26-</p>	<p>2. Evolution of fish jaws 3. Transition to land 4. Molecular clock - <u>Quiz</u></p> <p><u>ESP Principles</u>—Overview, communities, ecosystems, biomes - <u>Quiz</u></p> <p><u>Populations</u>—dynamics, human populations, economics, societal issues - <u>Quiz</u></p> <p><u>Living resources</u>—pesticides, biodiversity - <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u>— Articles 1, 2, 3, 4, 6 - <u>Quiz</u></p> <p><u>Unit 3</u>—Articles 18 - 25 - <u>Quiz</u></p> <p><u>Unit 4</u>—Articles 26-</p>	<p><u>Unit 3</u>—Articles 18 - 25</p> <p><u>Unit 4</u>—Articles 26-31</p> <p><u>Unit 5</u>—Article 33</p>	<p><u>Topic review</u></p> <p><u>Populations</u>—dynamics, human populations, economics – <u>Topic review</u></p> <p><u>Living resources</u>—pesticides, biodiversity – <u>Topic review</u></p> <p><u>OLC Chapter</u> 6,7,8,12,13 --<u>labeling</u></p>
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		31 <u>Unit 5</u> —Article 33	31 - <u>Quiz</u> <u>Unit 5</u> —Article 33 - <u>Quiz</u>		
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**CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS**

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 9. Demonstrate knowledge of environmental planning and waste management and explain their impact

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.3.4.1 know that performance testing is often conducted using small-scale models, computer simulations, or analogous systems to reduce the chance of system failure.	176, 208—216 (I)	<u>ESP</u> <u>Living resources—</u> agriculture	<u>ESP</u> <u>Living resources—</u> agriculture - <u>Quiz</u>		<u>ESP</u> <u>Living resources—</u> agriculture – <u>Topic</u> <u>review</u>

<p>SC.H.3.4.6 know that scientific knowledge is used by those who engage in design and technology to solve practical problems, taking human values and limitations into account.</p>	<p>10—14, 142, 208—213, 280—303, 357—364, 371—380 (I)</p>	<p><u>ESP</u> <u>Living resources—</u> agriculture</p> <p><u>POWERWEB</u> <u>Unit 1—</u>Articles 1-7</p> <p><u>Unit 2—</u>Articles 14, 16</p> <p><u>Unit 3—</u>Articles 18-25</p> <p><u>Unit 5—</u> Articles 32-38</p>	<p><u>ESP</u> <u>Living resources—</u> agriculture – <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1—</u>Articles 1-7 - <u>Quiz</u></p> <p><u>Unit 2—</u>Articles 14, 16 - <u>Quiz</u></p> <p><u>Unit 3—</u>Articles 18-25 - <u>Quiz</u></p> <p><u>Unit 5—</u> Articles 32-38 - <u>Quiz</u></p>	<p><u>POWERWEB</u> <u>Unit 1—</u>Articles 1-7</p> <p><u>Unit 2—</u>Articles 14, 16</p> <p><u>Unit 3—</u>Articles 18-25</p> <p><u>Unit 5—</u> Articles 32-38</p>	<p><u>ESP</u> <u>Living resources—</u> agriculture – <u>Topic review</u></p>
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*In depth/Mentioned



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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 10. Demonstrate knowledge of environmental monitoring and its influence on policy

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.3.4.4 know that funds for science research come from federal government agencies, industry, and private foundations and that this funding often influences the areas of	6—8, 43—57, 101, 178—182, 266—274, 280—3-3, 452—476 (I)	<u>POWERWEB</u> <u>Unit 1</u> — Articles 1-7 <u>Unit 3</u> —Articles 18, 19, 20, 25 <u>Unit 4</u> —Articles 29, 31	<u>POWERWEB</u> <u>Unit 1</u> — Articles 1-7 - <u>Quiz</u> <u>Unit 3</u> —Articles 18, 19, 20, 25 - <u>Quiz</u> <u>Unit 4</u> —Articles 29,	<u>POWERWEB</u> <u>Unit 1</u> — Articles 1-7 <u>Unit 3</u> —Articles 18, 19, 20, 25 <u>Unit 4</u> —Articles 29, 31	<u>OLC</u> Chapter 1,3,9,15,17,20-- <u>labeling</u>

discovery.		<u>Unit 5</u> — Articles 33-38 <u>Unit 6</u> — Articles 39-44	31 - <u>Quiz</u> <u>Unit 5</u> — Articles 33-38 - <u>Quiz</u> <u>Unit 6</u> — Articles 39-44 - <u>Quiz</u>	<u>Unit 5</u> — Articles 33-38 <u>Unit 6</u> — Articles 39-44	
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*In depth/Mentioned



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

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 11. Design a model for sustainable use of public land

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.3.4.3 know that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events.	6—8, 11—14, 22—35, 39-58, 63-67, 43, 52—58, 101, 148—166, 186-243, 268—276, 246 -450, 452-474 (I)	<u>ESP Populations</u> — economics, societal issues <u>Living resources</u> — food, agriculture, pesticides,	<u>ESP Populations</u> — economics, societal issues - <u>Quiz</u> <u>Living resources</u> — food, agriculture, pesticides,	<u>POWERWEB</u> <u>Unit 1</u> – Articles 1-7 <u>Unit 2</u> —Articles 14, 16 <u>Unit 3</u> —Articles 18 - 25	<u>ESP Populations</u> — economics, societal issues – <u>Topic review</u> <u>Living resources</u> — food, agriculture, pesticides,

		<p>biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>— air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Unit 1</u> – Articles 1-7</p> <p><u>Unit 2</u>—Articles 14, 16</p> <p><u>Unit 3</u>—Articles 18 - 25</p> <p><u>Unit 5</u>—Articles 32-28</p>	<p>biodiversity, use of resources, natural areas - <u>Quiz</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste - <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u> – Articles 1-7 - <u>Quiz</u></p> <p><u>Unit 2</u>—Articles 14, 16 - <u>Quiz</u></p> <p><u>Unit 3</u>—Articles 18 – 25 - <u>Quiz</u></p> <p><u>Unit 5</u>—Articles 32-28 - <u>Quiz</u></p>	<p><u>Unit 5</u>—Articles 32-28</p>	<p>biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>OLC</u> Chapter 1, 2,3,8,13,15,17,20--<u>labeling</u></p>
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*In depth/Mentioned



CORRELATION
SUNSHINE STATE STANDARDS
& GRADE LEVEL EXPECTATIONS

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 12. Demonstrate understanding of characteristics of populations (e.g., factors maintaining population equilibrium, growth rates, limiting factors, dispersion patterns, survivorship)

STRAND: No strand

STANDARD: No standard

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
No Benchmark. References to intended outcome.	6, 8, 10—14, 29—35, 82—91, 101, 104, 131—145, 148—165, 246—278 (I)	<u>ANIMATION QUIZ</u> 1. Exponential population growth 2. Stages of population growth 3. Hardy-Weinberg equilibrium -	<u>ANIMATION QUIZ</u> 1. Exponential population growth 2. Stages of population growth 3. Hardy-Weinberg equilibrium - <u>Quiz</u>	<u>POWERWEB</u> <u>Unit 1</u> —Articles 1-7 <u>Unit 2</u> —Articles 8-17 <u>Unit 4</u> – Articles 26-31	<u>ESP</u> <u>Principles-Overview</u> , communities, ecosystems, biomes – <u>Topic review</u> <u>Populations</u> —dynamics, human

		<p><u>Animation</u></p> <p><u>ESP</u> <u>Principles-Overview</u>, communities, ecosystems, biomes</p> <p><u>Populations</u>— dynamics, human populations, economics, toxicology, societal issues</p> <p><u>Living resources</u>— food, pesticides, biodiversity</p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7</p> <p><u>Unit 2</u>—Articles 8-17</p> <p><u>Unit 4</u> – Articles 26- 31</p>	<p><u>ESP</u> <u>Principles-Overview</u>, communities, ecosystems, biomes - <u>Quiz</u></p> <p><u>Populations</u>— dynamic human populations, economics, toxicology, societal issues - <u>Quiz</u></p> <p><u>Living resources</u>— food, pesticides, biodiversity - <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Unit 1</u>—Articles 1-7 - <u>Quiz</u></p> <p><u>Unit 2</u>—Articles 8-17 - <u>Quiz</u></p> <p><u>Unit 4</u> – Articles 26- 31 - <u>Quiz</u></p>	<p>populations, economics, toxicology, societal issues – <u>Topic review</u></p> <p><u>Living resources</u>— food, pesticides, biodiversity – <u>Topic review</u></p> <p><u>OLC</u> Chapter 2,3,7,8,13,15,19,20 -- <u>labeling</u></p>
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*In depth/Mentioned



**CORRELATION
SUNSHINE STATE STANDARDS
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SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of biotic and abiotic environmental factors and their effects on various ecosystems (e.g., energy flow, nutrient cycling, feeding relationships)

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
SC.B.1.4.1 understand how knowledge of energy is fundamental to all the scientific disciplines (e.g., the energy required for biological processes in living organisms and the	7, 8, 20—25, 58, 62, 69—76, 92—101, 169—246, 280—303 (I)	<u>ANIMATION</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation, 4. Deoxygenation of lakes - <u>Animation</u>	<u>ANIMATION</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation, 4. Deoxygenation of lakes - <u>Quiz</u>	<u>POWERWEB</u> <u>Unit 1</u> — Articles 1-7 <u>Unit 2</u> —Article 12 <u>Unit 3</u> —Articles 18 - 25	<u>ESP</u> <u>Principles</u> —Matter & life, ecosystems, biomes – <u>Topic review</u> <u>Living resources</u> —

<p>energy required for the building, erosion, and rebuilding of the Earth).</p>		<p><u>ESP Principles</u>—Matter & life, ecosystems, biomes</p> <p><u>Living resources</u>— food, agriculture, biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>— energy</p> <p><u>POWERWEB Unit 1</u>— Articles 1-7</p> <p><u>Unit 2</u>—Article 12</p> <p><u>Unit 3</u>—Articles 18 - 25</p> <p><u>Unit 5</u>—Article 35</p>	<p><u>ESP Principles</u>—Matter & life, ecosystems, biomes – <u>Quiz</u></p> <p><u>Living resources</u>— food, agriculture, biodiversity, use of resources, natural areas - <u>Quiz</u></p> <p><u>Physical resources</u>— energy - <u>Quiz</u></p> <p><u>POWERWEB Unit 1</u>— Articles 1-7</p> <p><u>Unit 2</u>—Article 12</p> <p><u>Unit 3</u>—Articles 18 - 25</p> <p><u>Unit 5</u>—Article 35</p>	<p><u>Unit 5</u>—Article 35</p>	<p>food, agriculture, biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources</u>— energy – <u>Topic review</u></p> <p><u>OLC Chapter 5,14-- labeling</u></p>
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*In depth/Mentioned



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

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of biotic and abiotic environmental factors and their effects on various ecosystems (e.g., energy flow, nutrient cycling, feeding relationships)

STRAND: D. Processes that Shape the Earth

STANDARD: 1. The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the 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
SC.D.1.4.1 know how climate patterns on Earth results form an interplay of many factors (Earth’s topography its rotation on its axis, solar radiation, the transfer of	110—129, 189—192, 305—328, 389, 400 (I)	<u>ANIMATION QUIZ</u> 1. Rainshadow effect 2. Global warming 3. Acid rain 4. Ozone depletion 5. Four seasons	<u>ANIMATION QUIZ</u> 1. Rainshadow effect 2. Global warming 3. Acid rain 4. Ozone depletion 5. Four seasons	<u>POWERWEB</u> <u>Unit 1</u> — Article 1 <u>Unit 3</u> —Article 19, 20 <u>Unit 5</u> —Articles 37,	<u>ESP</u> <u>Principles</u> — overview, matter & life, ecosystems, biomes – <u>Topic review</u>

<p>the energy where the atmosphere interfaces with lands and oceans, and wind and ocean currents).</p>		<p>6. Global air circulation 7. El Nino - <u>Animation</u></p> <p><u>ESP Principles</u>— overview, matter & life, ecosystems, biomes</p> <p><u>Physical resources</u>— the Earth</p> <p><u>POWERWEB Unit 1</u>— Article 1</p> <p><u>Unit 3</u>—Article 19, 20</p> <p><u>Unit 5</u>—Articles 37, 38</p> <p><u>Unit 6</u>—Article 39, 44</p>	<p>6. Global air circulation 7. El Nino - <u>Quiz</u></p> <p><u>ESP Principles</u>— overview, matter & life, ecosystems, biomes - <u>Quiz</u></p> <p><u>Physical resources</u>— the Earth - <u>Quiz</u></p> <p><u>POWERWEB Unit 1</u>— Article 1 - <u>Quiz</u></p> <p><u>Unit 3</u>—Article 19, 20 - <u>Quiz</u></p> <p><u>Unit 5</u>—Articles 37, 38 - <u>Quiz</u></p> <p><u>Unit 6</u>—Article 39, 44 - <u>Quiz</u></p>	<p>38</p> <p><u>Unit 6</u>—Article 39, 44</p>	<p><u>Physical resources</u>— the Earth – <u>Topic review</u></p> <p><u>OLC Chapter</u> 3,6,8,12,13,15,16,17,18,19,20—<u>labeling</u></p>
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*In depth/Mentioned



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

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of biotic and abiotic environmental factors and their effects on various ecosystems (e.g., energy flow, nutrient cycling, feeding relationships)

STRAND: D. Processes that Shape the Earth

STANDARD: 2. The student understands the need for protection of the natural systems of 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
SC.D.2.4.1 understand the interconnectedness of the systems on Earth and the quality of life.	4, 5, 10—14, 48, 49, 61, 79—130, 246—279, 280-300, 306-450 (I)	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation 4. Acid rain 5. Boyle’s Law 6. Deoxygenation of	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation 4. Acid rain 5. Boyle’s Law 6. Deoxygenation of	<u>POWERWEB</u> <u>Units 1-6 – All articles</u>	<u>ESP</u> <u>Principles—</u> Overview, communities, ecosystems, biomes – <u>Topic review</u> <u>Populations—</u>

		<p>lakes 7. Effect of water on leaves 8. Girth increase in plants 9. Vascular system of plants - Animation</p> <p>ESP Principles—matter & life, communities, ecosystems, biomes</p> <p>Populations—economics; Living resources—food, agriculture, pesticides, biodiversity, use of resources, natural areas</p> <p>Physical resources—air pollution, water, energy, waste</p> <p>POWERWEB Units 1-6 – All articles</p>	<p>lakes 7. Effect of water on leaves 8. Girth increase in plants 9. Vascular system of plants - Quiz</p> <p>ESP Principles—matter & life, communities, ecosystems, biomes - Quiz</p> <p>Populations—economics - Quiz</p> <p>Living resources—food, agriculture, pesticides, biodiversity, use of resources, natural areas - Quiz</p> <p>Physical resources—air pollution, water, energy, waste - Quiz</p> <p>POWERWEB</p>		<p>economics, societal issues – Topic review</p> <p>Living resources—food agriculture, pesticides, biodiversity, use of resources, natural areas – Topic review</p> <p>Physical resources—air pollution, water, energy, waste – Topic review</p> <p>OLC Chapter 3,6,8,12,13,15,16,17,18,19,20--labeling</p>
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			<u>Units 1-6 – All</u> <u>articles -</u> <u>Quiz</u>		
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SUNSHINE STATE STANDARDS
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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of biotic and abiotic environmental factors and their effects on various ecosystems (e.g., energy flow, nutrient cycling, feeding relationships)

STRAND: F. Processes that Shape 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
SC.F.1.4.4 understand the biological systems obey the same laws of conservation as physical systems.	24, 25, 48, 49, 61, 79—82, 95—101, 104—130, 246—279, 329—350, 352—382 (I)	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation 4. Acid rain 5. Deoxygenation of lakes	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Bioaccumulation 4. Acid rain 5. Deoxygenation of lakes	<u>POWERWEB</u> <u>Units 1-6 – All articles</u>	<u>ESP Principles—</u> Overview, communities, ecosystems, biomes – <u>Topic review</u> <u>Populations—</u>

		<p>6. El Nino - <u>Animation</u></p> <p><u>ESP Principles</u>-Overview, communities, ecosystems, biomes</p> <p><u>Populations</u>— economics, societal issues</p> <p><u>Living resources</u>— food, agriculture, pesticides, biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>— air pollution, water, energy, waste</p> <p><u>POWERWEB Units 1-6 – All articles</u></p>	<p>6. El Nino - <u>Quiz</u></p> <p><u>ESP Principles</u>— Overview, communities, ecosystems, biomes - <u>Quiz</u></p> <p><u>Populations</u>— economics, societal issues - <u>Quiz</u></p> <p><u>Living resources</u>— food, agriculture, pesticides, biodiversity, use of resources, natural areas - <u>Quiz</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste - <u>Quiz</u></p> <p><u>POWERWEB Units 1-6 – All articles - Quiz</u></p>		<p>economics, societal issues – <u>Topic review</u></p> <p><u>Living resources</u>— food agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>OLC Chapter 3,6,8,12,13,15,16,17,18,19,20—labeling</u></p>
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*In depth/Mentioned



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

SUBJECT/COURSE: Environmental Science

COURSE CODE NUMBER: 2001340

SUBMISSION TITLE: Environmental Science: A Study of Interrelationships 10th Edition by Enger and Smith © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of biotic and abiotic environmental factors and their effects on various ecosystems (e.g., energy flow, nutrient cycling, feeding relationships)

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	4, 5, 10—14, 48, 49, 61, 79—129, 247—278, 329—350 (I)	<u>ANIMATION QUIZ</u> 1. Bioaccumulation 2. Acid rain, 3. Deoxygenation of lakes - <u>Animation</u>	<u>ANIMATION QUIZ</u> 1. Bioaccumulation 2. Acid rain, 3. Deoxygenation of lakes - <u>Quiz</u>	<u>POWERWEB</u> <u>Units 1-6 – All articles</u>	<u>ESP</u> <u>Principles—matter & life, communities, ecosystems, biomes –</u> <u>Topic review</u>

		<p><u>ESP Principles</u>-Overview, communities, ecosystems, biomes</p> <p><u>Populations</u>— economics, societal issues</p> <p><u>Living resources</u>— food, agriculture</p> <p><u>Living resources</u>— pesticides, biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>— air pollution, water, energy, waste</p> <p><u>POWERWEB Units 1-6 – All articles</u></p>	<p><u>ESP Principles</u>— Overview, communities, ecosystems, biomes - <u>Quiz</u></p> <p><u>Populations</u>— economics, societal issues - <u>Quiz</u></p> <p><u>Living resources</u>— pesticides, biodiversity, use of resources, natural areas - <u>Quiz</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste - <u>Quiz</u></p> <p><u>POWERWEB Units 1-6 – All articles - Quiz</u></p>	<p><u>Populations</u>— economics – <u>Topic review</u></p> <p><u>Living resources</u>— food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Topic review</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Topic review</u></p> <p><u>OLC Chapter 3,6,8,12,13,15,16,17,18,19,20--labeling</u></p>
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GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of biotic and abiotic environmental factors and their effects on various ecosystems (e.g., energy flow, nutrient cycling, feeding relationships)

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.	10, 48, 49, 58, 61, 95—101, 104, 105-128, 255—278, 280—303, 388—418 (I)	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Rainshadow effect 4. Acid rain 5. Deoxygenation of	<u>ANIMATION QUIZ</u> 1. Carbon cycle 2. Nitrogen cycle 3. Rainshadow effect 4. Acid rain 5. Deoxygenation of	<u>POWERWEB</u> Units 1-6 – All articles	<u>ESP</u> <u>Living resources</u> — food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Topic review</u>

		<p>lakes - <u>Animation</u></p> <p><u>ESP</u> <u>Living resources</u>— food, agriculture, pesticides, biodiversity, use of resources, natural areas</p> <p><u>Physical resources</u>— air pollution, water, energy, waste</p> <p><u>POWERWEB</u> <u>Units 1-6 – All</u> <u>articles</u></p>	<p>lakes - <u>Quiz</u></p> <p><u>ESP</u> <u>Living resources</u>— food, agriculture, pesticides, biodiversity, use of resources, natural areas – <u>Quiz</u></p> <p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Quiz</u></p> <p><u>POWERWEB</u> <u>Units 1-6 – All</u> <u>articles - Quiz</u></p>		<p><u>Physical resources</u>— air pollution, water, energy, waste – <u>Topic</u> <u>review</u></p> <p><u>OLC</u> Chapter 3,6,8,12,13,15,16,17,1 8,19,20—<u>labeling</u></p>
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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 14. Evaluate the advantages and disadvantages of energy production technologies

STRAND: A. The Nature of Matter

STANDARD: 2. The student understands the basic principle of atomic theory.

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.A.2.4.4 know that nuclear energy is released when small, light atoms are fused into heavier ones.	12—14, 67, 69, 70—76, 79—82, 104—130, 220-259 (I)	<u>ESP Principles</u> —matter & life <u>Physical resources</u> —energy	<u>ESP Principles</u> —matter & life – <u>Quiz</u> <u>Physical resources</u> —energy - <u>Quiz</u>		<u>ESP Principles</u> —matter & life – <u>Topic review</u> <u>Physical resources</u> – energy – <u>Topic review</u>

					<u>OLC</u> Chapter 5-- <u>labeling</u>
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GRADE: 9-12

INTENDED OUTCOME: 14. Evaluate the advantages and disadvantages of energy production technologies

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
SC.B.1.4.5 know that each source of energy presents advantages and disadvantages to its use in society (e.g., political and economic implications may determine a society's selection of renewable	72—76, 169—246 (I)	<u>ESP Populations</u> — economics <u>Physical resources</u> — energy <u>POWERWEB</u>	<u>ESP Populations</u> — economics - <u>Quiz</u> <u>Physical resources</u> — energy - <u>Quiz</u> <u>POWERWEB</u>	<u>POWERWEB</u> <u>Unit 2</u> — Articles 8-16 <u>Unit 3</u> —Articles 18-25	<u>ESP Populations</u> — economics – <u>Topic review</u> <u>Physical resources</u> — energy – <u>Topic review</u>

<p>or nonrenewable energy sources).</p>		<p><u>Unit 2</u>— Articles 8-16</p> <p><u>Unit 3</u>—Articles 18-25</p>	<p><u>Unit 2</u>— Articles 8-16 - <u>Quiz</u></p> <p><u>Unit 3</u>—Articles 18-25 - <u>Quiz</u></p>		<p><u>OLC</u> Chapter 2,3,4,5,7,8,9,10,11,13, 116,17,18,20-- <u>labeling</u></p>
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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 14. Evaluate the advantages and disadvantages of energy production technologies

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.3.4.2 know that technological problems often treat a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances	75, 214—242, 320-323, 373-376, 388-414, 444-450 (I)	<u>ESP Populations</u> — economics <u>Physical resources</u> — energy <u>POWERWEB</u>	<u>ESP Populations</u> — economics - <u>Quiz</u> <u>Physical resources</u> — energy - <u>Quiz</u> <u>POWERWEB</u>	<u>POWERWEB</u> <u>Unit 2</u> —Articles 8 - 17 <u>Unit 3</u> —Articles 18-25	<u>ESP Populations</u> — economics – <u>Topic review</u> <u>Physical resources</u> — energy – <u>Topic review</u>

science.		<u>Unit 2</u> —Articles 8 - 17 <u>Unit 3</u> —Articles 18-25	<u>Unit 2</u> —Articles 8 – 17 - <u>Quiz</u> <u>Unit 3</u> —Articles 18-25 - <u>Quiz</u>		<u>OLC</u> Chapter 4, 5,9,10,11,16,17,18,19, 20-- <u>labeling</u>
SC.H.3.4.5 know that the value of a technology may differ for different people and at different times.	75, 169—242, 320-323, 336-349 (I)	<u>ESP Populations</u> —economics <u>Physical resources</u> —energy	<u>ESP Populations</u> —economics - <u>Quiz</u> <u>Physical resources</u> —energy - <u>Quiz</u>		<u>ESP Populations</u> —economics – <u>Topic review</u> <u>Physical resources</u> —energy – <u>Topic review</u> <u>OLC</u> Chapter 4,5,9,10,11,16,17,18,19,20-- <u>labeling</u>

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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 15. Apply the laws of thermodynamics to environmental issues such as recycling, energy flow through ecosystems, and energy resources

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
SC.B.1.4.6 know that the first law of thermodynamics relates the transfer of energy to the work done and the heat transferred.	62, 69, 71—76, 92, 93, 169—246, 422—434 (I)	<u>ESP Principles</u> —matter & life <u>Populations</u> —economics	<u>ESP Principles</u> —matter & life - <u>Quiz</u> <u>Populations</u> —economics - <u>Quiz</u>		<u>ESP Principles</u> —matter & life – <u>Topic review</u> <u>Populations</u> —economics – <u>Topic review</u>

					<u>OLC</u> Chapter 4,5,9,10,11,16,17,18,19,20-- <u>labeling</u>
SC.B.1.4.7 know that the total amount of usable energy always decreases, even though the total amount of energy is conserved in any transfer.	62, 69, 71—76, 92-93, 169—246, 422—434 (I)	<u>ESP Principles</u> —matter & life <u>Populations</u> —economics <u>Living resources</u> —use of resources <u>Populations</u> —economics <u>Physical resources</u> —energy	<u>ESP Principles</u> —matter & life - <u>Quiz</u> <u>Populations</u> —economics - <u>Quiz</u> <u>Living resources</u> —use of resources - <u>Quiz</u> <u>Populations</u> —economics - <u>Quiz</u> <u>Physical resources</u> —energy - <u>Quiz</u>		<u>ESP Principles</u> —matter & life – <u>Topic review</u> <u>Populations</u> —economics – <u>Topic review</u> <u>Living resources</u> —use of resources – <u>Topic review</u> <u>OLC Chapter</u> 4,5,9,10,11,16,17,18,19,20-- <u>labeling</u>

*In depth/Mentioned