

Course: Zoology
Course Number: 2000410
Title: Integrated Principles of Zoology, 13th Edition
Authors: Hickman, Roberts, Larson, I'Anson, Eisenhour
Publisher: Glencoe/McGraw-Hill
Copyright: 2006

Online Resources used in Correlations

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):

www.mhhe.com/florida/hickman13

User Name: rvwhickmanzoo13

Password: glencoe

Essential Study Partner/ESP: http://highered.mcgraw-hill.com/sites/0073101745/student_view0/zoology_esp.html

Online Learning Center/OLC: http://highered.mcgraw-hill.com/sites/0073101745/student_view0/chapter1/



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Integrated Principles of Zoology 13th Edition by Hickman, Roberts, Larson, PAnson, Eisenhour © 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. References to intended outcome.	Throughout book (I)	Scientific Method (as evidenced throughout book and OLC sites listed in this document) <u>ESP</u> -THROUGHOUT	<u>ESP</u> - THROUGHOUT <u>-quiz</u>		10-14 <u>ESP</u> - throughout – <u>topic review</u> <u>OLC</u> - throughout

*In depth/Mentioned



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GRADE: 9-12

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

STRAND: H. The Nature of Science

STANDARD: 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.	10-14 (M)	<u>ESP</u> - Evolution	<u>ESP</u> - Evolution - <u>quiz</u>	Pg 11-14, box: the animal rights controversy.	<u>ESP</u> - Evolution – <u>Topic review</u> <u>OLC</u> – Ch 1
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	10-19 (M)	<u>ESP</u> – Genetics; classical genetics	<u>ESP</u> – Genetics; classical genetics - <u>quiz</u>	Figure 1.11 (pg 11), figure 1.13 (pg 15), figure 1.17 (pg 19), figure 2.12 (pg 27)	13, 88, 103-106, 229 <u>ESP</u> – Genetics; classical genetics – <u>topic review</u> <u>OLC</u> – Ch 1
SC.H.1.4.3 understand that no matter how well one theory fits observations, a new theory might fit them as well or	10-19 (M)	<u>ESP</u> - Throughout	<u>ESP</u> – Throughout - <u>quiz</u>	Fig. 1.5 (pg 7), fig. 1.14, 1.15 (pg 16), fig 1.18 (pg 18), pg 200-205	103-106, 229, 314, 479, 538

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 leads to an increasingly better understanding of how things work in the world, but not to absolute truth.					<u>ESP</u> – Throughout – <u>topic review</u> <u>OLC</u> – Ch 1
SC.H.1.4.4 know that scientists in any one 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.	10-19 (M)			Pg 196-97, pg 162-70,	80
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.	10-19 (M)	<u>ESP</u> – Evolution	<u>ESP</u> – Evolution - <u>quiz</u>	Pg 95-98, pg 166-68,	19, 88, 116 <u>ESP</u> – Evolution – <u>topic review</u> <u>OLC</u> – Ch 1
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, how well they explain observations, and how effective they are in predicting new findings.	10-19 (M)	<u>ESP</u> – Evolution; history, processes	<u>ESP</u> – Evolution; history, processes - <u>quiz</u>	Pg 3-9, 11-14, 17-19, 26-32, 57-58, 106-119.	116 <u>ESP</u> – Evolution; history, processes – <u>topic review</u> <u>OLC</u> – Ch 1
SC.H.1.4.7 understand the importance of a sense of responsibility, a commitment to peer review, truthful reporting of the methods and outcomes of investigations, and making the public aware of the findings.				Pg 2-3, 14-19, 151-155, 156-162, 164-170	19, 80, 106



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GRADE: 9-12

INTENDED OUTCOME: 2. Apply knowledge of the nature of science, scientific methodology, and historical context 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 be discovered by careful, systemic study.	<i>Chapter 1, specifically 10-19 (M) 56-60 (M)</i>			Chapters 1 and 2	314, 784
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>10-12 (M)</i>			Pg 2-3, 9-14, fig. 2.12 (pg 27), 26-31	13-14

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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.	Throughout text (as words and terminology are presented) (I)	Use of Terminology; Correctness of Terminology <u>ESP</u> – Cell, Genetics, Diversity	<u>ESP</u> – Cell, Genetics, Diversity - <u>quiz</u>		807-844 <u>ESP</u> – Cell, Genetics, Diversity – <u>topic review</u> <u>OLC</u> – Throughout, but especially Genetics, Diversity, and Cell sections.

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GRADE: 9-12

INTENDED OUTCOME: 4. Demonstrate knowledge of the relationship between animal cell structure and physiology

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
SC.F.1.4.1 know that the body processes involve specific biochemical reactions governed by biochemical principles.	Chapter 1, Specifically pg 4-10, 17-19, Chapter 2 I, 56-60 (I)	<u>ESP</u> - Cells	<u>ESP</u> – Cells - <u>quiz</u>	Chapter 2, 3, and 4.	22, 31-32, 39-46, 58-71, 622-623, 696-701, 722-736 <u>ESP</u> – Cells – <u>topic review</u> <u>OLC</u> – Ch 1
SC.F.1.4.3 know that membranes are sites for chemical synthesis and essential energy conversions.	40-49 (I)	<u>ESP</u> – Cell; membrane, structure, respiration	<u>ESP</u> – Cell; membrane, structure, respiration - <u>quiz</u>		8, 64 <u>ESP</u> – Cell; membrane, structure, respiration – <u>topic review</u> <u>OLC</u> – Ch 3

<p>SC.F.1.4.5 know that complex interactions among the different kinds of molecules in the cell cause distinct cycles of activity governed by proteins.</p>	<p>60-70 (I)</p>	<p><u>ESP</u> - Cell division under GENETICS and chemistry (biochemistry) under CELLS; also see respiration and metabolism for examples of molecular control</p>	<p><u>ESP</u> - Cell division under GENETICS and chemistry (biochemistry) under CELLS; also see respiration and metabolism for examples of molecular control - <u>Quiz</u></p>	<p>Chapters 2 and 3.</p>	<p>25-26, 51-52, 58-60, 384, 622, 658-659, 663-664, 686-688, 723-724, 741-743</p> <p><u>ESP</u> - Cell division under GENETICS and chemistry (biochemistry) under CELLS; also see respiration and metabolism for examples of molecular control – <u>topic review</u></p> <p><u>OLC</u> - Ch 4</p>
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GRADE: 9-12

INTENDED OUTCOME: 5. Apply Mendelian concepts to the inheritance of various animal traits

STRAND: No strand

STANDARD: No standard

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No Benchmark. References to intended outcome.	17-18 (M) Chapter 5, specifically pg 75-87 (I)	Mendelian Genetics <u>ESP</u> – Genetics; classical genetics	<u>ESP</u> – Genetics; classical genetics - <u>quiz</u>	88-93, chapter 5.	<u>ESP</u> – Genetics; classical genetics – <u>topic review</u> <u>OLC</u> – Ch. 5

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GRADE: 9-12

INTENDED OUTCOME: 6. Demonstrate understanding of the mechanisms of change that lead to adaptation in animals

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.1.4.3 know that changes in Earth's climate, geological activity, and life forms may be traced and compared.	106-118 (I)	<u>ESP</u> – Evolution and Ecology	<u>ESP</u> – Evolution and Ecology - <u>quiz</u>	Pg 3-4, box 1.5 (pg 7), 21-22, 196-200, chapter 37 and 38.	119-129 <u>ESP</u> – Evolution and Ecology – <u>topic review</u> <u>OLC</u> – Ch 6
SC.D.1.4.4 know that Earth's systems and organisms are the result of a long, continuous change over time.	Chapter 6 (I)	<u>ESP</u> –evolution, genetics	<u>ESP</u> –evolution, genetics - <u>quiz</u>	Chapter 37 and 38.	22, 26-34, 106-109, 784-786 <u>ESP</u> –evolution, genetics – <u>topic review</u> <u>OLC</u> – Ch 6

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GRADE: 9-12

INTENDED OUTCOME: 6. Demonstrate understanding of the mechanisms of change that lead to adaptation in animals

STRAND: F. Processes of Life

STANDARD: 2. The student understands the process and importance of genetic diversity.

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.2.4.3 understand the mechanisms of change (e.g., mutation and natural selection) that lead to adaptations in a species and their ability to survive naturally in changing conditions and surroundings survive to reproduce.	115-125, chapter 6 (I)	<u>ESP</u> – Genetics, evolution, ecology	<u>ESP</u> – Genetics, evolution, ecology - <u>quiz</u>	Chapter 37 and 38, chapters 5 and 6. pg 87-101.	15, 85-86, 97-98, 112-115 <u>ESP</u> – Genetics, evolution, ecology – <u>topic review</u> <u>OLC</u> – Ch 6

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GRADE: 9-12

INTENDED OUTCOME: 6. Demonstrate understanding of the mechanisms of change that lead to adaptation in animals

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.2.4.3 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	120-125 (I)	<u>ESP</u> – Genetics; DNA	<u>ESP</u> – Genetics; DNA - <u>quiz</u>	Chapters 5 and 6.	15-16, 112-113 <u>ESP</u> – Genetics; DNA – <u>topic review</u> <u>OLC</u> – Ch 6

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INTENDED OUTCOME: 7. Demonstrate understanding of phylogenetic relationships within the animal kingdom and use a taxonomic key for animal identification

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.	112, 127, 801 (M)	<u>ESP – Animals, Diversity, Ecology</u>	<u>ESP – Animals, Diversity, Ecology - quiz</u>	801, end of chapter phylogeny and adaptive radiation for each whole organismal group (e.g. mollusks: chapter 16, annelids: chapter 17)	191-205, 234, 248, 270-71, 275, 291-93, 296, 302, 309, 312-314, 317, 340-342, 346, 360-362, 365, 374-375, 392-395, 438-440, 443, 458-460, 464-465, 468, 470-471, 487-489, 510, 515, 518-519, 531, 535-537, 551, 556-559, 578-580, 583-586, 605-609 <u>ESP – Animals, Diversity, Ecology – topic review</u>

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GRADE: 9-12

INTENDED OUTCOME: 8. Compare and contrast the anatomy and physiology of representative invertebrates and vertebrates

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
SC.F.1.4.2 know that body structures are uniquely designed and adapted for their function.	<i>110, 111, 116, 127 (M)</i>	<u>ESP</u> – Animals	<u>ESP</u> – Animals - <u>quiz</u>	POSITION IN ANIMAL KINGDOM AND BIOLOGICAL CONTRIBUTION boxes for each whole organismal chapter.	15, 18-120, 234-609, 613-750 <u>ESP</u> – Animals – <u>topic review</u> <u>OLC</u> – Ch 6
SC.F.1.4.4 understand that biological systems obey the same laws of conservation as physical systems.	Chapter 38 (I)	<u>ESP</u> – Ecology	<u>ESP</u> – Ecology - <u>quiz</u>	Pg 3-10, chapter 6, chapter 38	<u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 38

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INTENDED OUTCOME: 9. Demonstrate understanding of mechanisms (e.g., hormonal, neurological, environmental) influencing animal behavior

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
SC.F.1.4.6 know that separate parts of the body communicate with each other using electrical and/or chemical signals.	Chapters 33, 34, and 35 (I)	<u>ESP</u> – Diversity, Animals	<u>ESP</u> – Diversity, Animals - <u>quiz</u>	Pg 708-731, Chapters 33, 34, and 35.	94-95, 143-144, 161-162, 250-251, 253, 384-386, 411-412, 627-630, 697-701, 709-718, 722-736, 740-747, 755-768 <u>ESP</u> – Diversity, Animals – <u>topic review</u> <u>OLC</u> – Ch 33, 34, 35
SC.F.1.4.7 know that organisms respond to internal and external stimuli.	Chapters 33 and 34 (I)	<u>ESP</u> - Ecology	<u>ESP</u> – Ecology - <u>quiz</u>	Pg 708-731, chapters 33 and 34.	9, 143, 250-51, 278, 338-39, 355-56, 382-83, 408-409, 413-416, 448, 462, 529, 530, 567-568, 571-73, 599, 638-39, 648-52, 670-71, 689, 696-701, 709-718, 753-768 <u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 33, 34

SC.F.1.4.8 know that cell behavior can be affected by molecules from other parts of the organism or even from other organisms.	714, 717 (M) Chapter 34 (I)			Pg 709, 722-724, 725-726, chapter 36.	94, 143-144, 153-155, 161-162, 339, 627-630, 697-701, 709-718, 722-736, 740-747, 753-768 <u>OLC</u> – Ch 34
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GRADE: 9-12

INTENDED OUTCOME: 10. Compare and contrast reproduction and development of animals representing diverse taxa

STRAND: F. Processes of Life

STANDARD: 2. The student understands the process and importance of genetic diversity.

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.2.4.1 understand the mechanisms of asexual and sexual reproduction and know the different genetic advantages and disadvantages of asexual and sexual reproduction.	132-136 (I)	<u>ESP</u> – Genetics, Evolution	<u>ESP</u> – Genetics, Evolution - <u>quiz</u>	POSITION IN THE ANIMAL KINGDOM AND BIOLOGICAL CONTRIBUTIONS of each whole organismal chapter. Chapter 7, pg 17-18	48-51, 85-86, 97, 132-148, 254 <u>ESP</u> – Genetics, Evolution – <u>topic review</u> <u>OLC</u> – Ch 37

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GRADE: 9-12

INTENDED OUTCOME: 11. Demonstrate knowledge of the relationships between animals and their ecosystems

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.	Chapter 9, Chapter 38 (I)	<u>ESP</u> - Animals	<u>ESP</u> – Animals - <u>quiz</u>	Chapter 9, 37, and 38.	266, 416-418, 600, 780-783, 790-824 <u>ESP</u> – Animals - <u>topic review</u> <u>OLC</u> – Ch 9, 38
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.	Chapter 38 (I)	<u>ESP</u> - Ecology	<u>ESP</u> – Ecology - <u>quiz</u>		800-803 <u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 38

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GRADE: 9-12

INTENDED OUTCOME: 11. Demonstrate knowledge of the relationships between animals and their ecosystems

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 condition.	Chapter 38 (I) (many results are quite predictable, however.)	<u>ESP</u> – Ecology; ecosystems, biosphere	<u>ESP</u> – Ecology; ecosystems, biosphere - <u>quiz</u>	Pg 815-822, chapters 37	<u>ESP</u> – Ecology; ecosystems, biosphere – <u>topic review</u> <u>OLC</u> – Ch 38

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GRADE: 9-12

INTENDED OUTCOME: 12. Demonstrate knowledge of relationships and importance of various animals to humans

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.	Chapter 38. (I) All basic ecological rules apply to modern economical and ecological rules that involve humans.	<u>ESP</u> - Ecology	<u>ESP</u> – Ecology - <u>quiz</u>	Pg 808-809, 814-816, 818-821.	12-13, 283-284, 287, 300-304, 416-418, 523, 601 <u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 38

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Integrated Principles of Zoology 13th Edition by Hickman, Roberts, Larson, and P'Anson, Eisenhour © 2006

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of the connections of zoology with technology, society, and the environment

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
SC.D.2.4.1 understand the interconnectedness of the systems on Earth and the quality of	Chapter 38 (I)	<u>ESP</u> – Ecology	<u>ESP</u> – Ecology - <u>quiz</u>	Chapters 37 and 38	12-13, 287, 300, 416-418, 525, 576, 601 <u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 38

*In depth/Mentioned



**CORRELATION
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GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of the connections of zoology with technology, society, and the environment

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 any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth.	Chapter 38 (I)	<u>ESP</u> - Ecology	<u>ESP</u> – Ecology - <u>quiz</u>	Pg 796-803, chapter 38.	493, 523, 775, 778 <u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 38
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).	808, 809 (M) chapter 38 (I)	<u>ESP</u> – Ecology	<u>ESP</u> – Ecology - <u>quiz</u>	Chapter 38 (in entirety)	267, 493, 523-526, 576-577, 594, 601, 775, 778 <u>ESP</u> – Ecology – <u>topic review</u> <u>OLC</u> – Ch 38

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology **COURSE CODE NUMBER:** 2000410

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PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

INTENDED OUTCOME: 13. Demonstrate understanding of the connections of zoology with technology, society, and the environment

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.					12
SC.H.3.4.2 know that technological problems often create a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances science.	<i>Chapter 1 (M)</i>			Chapter 1	19, 37-39, 95-96, 107, 198-199
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.	<i>Chapter 1 and 2 (M)</i>			Chapter 1 and 2.	69, 87, 97, 287

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 discovery.	<i>Chapter 1 and 2 (M)</i>			Chapter 1 and 2.	507
SC.H.3.4.5 know that the value of a technology may differ for different people and at different times.	<i>Chapter 1 and 2 (M)</i>			Chapter 1 and 2.	37
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.	<i>Chapter 1 and 2 (M)</i>			Chapter 1 and 2.	12-13, 87, 97

*In depth/Mentioned