

Course: Zoology
Course Number: 2000410
Title: Zoology, 6th Edition
Authors: Miller, Harley
Publisher: Glencoe/McGraw-Hill
Copyright: 2005

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/miller6

User Name: rvwmillerzoo6

Password: glencoe

Zoology Essential Study Partner/ESP: http://highered.mcgraw-hill.com/sites/0072933550/student_view0/essential_study_partner.html

Online Learning Center Chapter Resources/OLC: http://highered.mcgraw-hill.com/sites/0072933550/student_view0/chapter1/



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

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- quiz		<u>ESP</u> – throughout – topic review <u>OLC</u> - throughout

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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.	51-65 (M)	<u>ESP</u> - Evolution	<u>ESP</u> – Evolution - quiz	Pg 65, box: Evolutionary Insights <u>OLC</u> – Ch 4, boxed readings	<u>ESP</u> – Evolution – Topic Review <u>OLC</u> – Ch 4

<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><i>Chapters 3 and 4 (M)</i></p>	<p><u>ESP</u> – Genetics; classical genetics</p>	<p><u>ESP</u> – Genetics; classical genetics - quiz</p>	<p>Chapter 3 (Mendel’s new ideas), Chapter 4 (Darwin’s new ideas)</p>	<p><u>ESP</u> – Genetics; classical genetics – topic review</p> <p><u>OLC</u> – Ch 3, Ch 4</p>
<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 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.</p>	<p><i>Chapters 3 and 4 (M)</i></p>	<p>Fitness of Theories; (testing if a theory is operational)</p> <p><u>ESP</u> - Throughout</p>	<p><u>ESP</u> – Throughout - quiz</p>		<p><u>ESP</u> – Throughout – topic review</p> <p><u>OLC</u> – Ch 3, Ch 4</p>
<p>SC.H.1.4.4 know that scientists in any one</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.					
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>Chapters 3 and 4 (M)</i>	Origins of Scientific Discovery <u>ESP</u> – Evolution	<u>ESP</u> – Evolution - quiz	Early evolutionary theory, Darwinism, Chapter 4.	<u>ESP</u> – Evolution – topic review <u>OLC</u> – Ch 3, Ch 4
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	<i>Chapters 3 and 4; and general areas throughout text (M)</i>	Observation and scientific discovery <u>ESP</u> – Evolution; history, processes	<u>ESP</u> – Evolution; history, processes - quiz	Darwinism, Chapter 4. (i.e. natural selection, etc)	See EVOLUTIONARY INSIGHTS: The Origin of Eukaryotic Cells, pg 28. <u>ESP</u> – Evolution; history, processes – topic review

effective they are in predicting new findings.					<u>OLC</u> – Ch 3, Ch 4
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.					

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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.					
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.					



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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 2. (I)	Biochemical Properties of Animals <u>ESP</u> - Cells	<u>ESP</u> – Cells - quiz		14-20 <u>ESP</u> – Cells – topic review <u>OLC</u> – Ch 2

<p>SC.F.1.4.3 know that membranes are sites for chemical synthesis and essential energy conversions.</p>	<p>Pg 11-20 (I)</p>	<p>Membrane Structure and Function</p> <p><u>ESP</u> – Cell; membrane, structure, respiration</p>	<p><u>ESP</u> – Cell; membrane, structure, respiration - quiz</p>		<p><u>ESP</u> – Cell; membrane, structure, respiration – topic review</p> <p><u>OLC</u> – Ch 2</p>
--	-------------------------	---	---	--	--

<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>Chapters 2 and 3 Pg 409 (I)</p>	<p>Function of Proteins in Cell Cycles</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 - Quiz</p>		<p><u>ESP</u> - Cell division under GENETICS and chemistry (biochemistry) under CELLS; also see respiration and metabolism for examples of molecular control – topic review</p> <p><u>OLC</u> - Ch 2, Ch 3</p>
---	--	---	---	--	--

*In depth/Mentioned

Most of the above material is likely introduced in other ‘basic science’ or ‘biology’ text books. They are only given in overview in the introduction of the Zoology texts.



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

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

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.	Pg 44-47 (I)	Mendelian Genetics <u>ESP</u> – Genetics; classical genetics	<u>ESP</u> – Genetics; classical genetics - quiz	68-71	<u>ESP</u> – Genetics; classical genetics – topic review <u>OLC</u> – Ch 3

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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.	60-65, 72-74 (I)	Geophysical Processes Shaping the Earth <u>ESP</u> – Evolution and Ecology	66, 78 <u>ESP</u> – Evolution and Ecology - quiz	Chapter 7 See sections on Evolution and physiological and biophysical ecology (biophysical parameters)	Chapters 5 and 7. See EVOLUTIONARY INSIGHTS: Speciation of Darwin's Finches. Pg 77. fig. 5.7 (pg 74. Fig 7.4 (pg 101) <u>ESP</u> – Evolution and

					Ecology – topic review <u>OLC</u> – Ch 4, Ch5
SC.D.1.4.4 know that Earth’s systems and organisms are the result of a long, continuous change over time.	60-65, 69, 70, 75 (I)	Evolution of Animals <u>ESP</u> –evolution, genetics	66, 78 <u>ESP</u> –evolution, genetics - quiz	Chapter 7	Chapters 5 and 7. pg 83-87 <u>ESP</u> –evolution, genetics – topic review <u>OLC</u> – Ch 4, Ch 5



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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	44, 46, 53-55, 58-65, chapter 5, specifically 70-73 (I)	Mutation and Natural Selection leading to Adaptation Evolutionary Theory <u>ESP</u> – Genetics, evolution, ecology	49, 62, 70-73, 78 <u>ESP</u> – Genetics, evolution, ecology - quiz	Chapter 6, pg 83-87	Chapters 5 and 6. 71-73 <u>ESP</u> – Genetics, evolution, ecology – topic review <u>OLC</u> – Ch 4, Ch 5

surroundings survive to reproduce.					
------------------------------------	--	--	--	--	--

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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	44, 70-73 (I)	Genetic Variation as a raw material for Evolution <u>ESP</u> – Genetics; DNA	77, 78 <u>ESP</u> – Genetics; DNA -quiz		Chapter 5, specifically 70-72. Fig 5.5 (pg 72) <u>ESP</u> – Genetics; DNA – topic review

surroundings survive to reproduce					<u>OLC</u> – Ch 3, Ch4, Mendelian genetics; especially monohybrid, dihybrid and sex-linked crosses
-----------------------------------	--	--	--	--	--



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

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.	75-76, 97-103 (I)	Phylogeny and Animal Evolution Systematics <u>ESP</u> – Animals,	Pg 110. <u>ESP</u> – Animals, Diversity, Ecology -	107	Pg 99-103. fig 7.3 (pg 100) and fig 7.6 (pg 103) <u>ESP</u> – Animals, Diversity, Ecology – topic review

		Diversity, Ecology	quiz		<u>OLC</u> – Ch 7
--	--	--------------------	------	--	-------------------

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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.	62, chapters 8 and 9. Chapter 23 and 24. (I)	Comparative Anatomy and Physiology of Invertebrates and Vertebrates <u>ESP</u> – Animals	<u>ESP</u> – Animals - quiz	All subsequent chapters, anatomical diagrams for each group of organisms.	<u>ESP</u> – Animals – topic review <u>OLC</u> – Ch 8, Ch 9, Ch 23, Ch 24

<p>SC.F.1.4.4 understand that biological systems obey the same laws of conservation as physical systems.</p>	<p>Chapter 6. (I)</p>	<p>Conservation of Energy</p> <p>Laws of Conservation</p> <p><u>ESP</u> – Ecology</p>	<p><u>ESP</u> – Ecology - quiz</p>	<p>Part 3 (Chapters 23-29) of text, organ systems, homeostatic maintenance.</p>	<p><u>ESP</u> – Ecology – topic review</p> <p><u>OLC</u> – Ch 6</p>
--	-----------------------	---	------------------------------------	---	---

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

GRADE: 9-12

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.	Chapter 24 and 25 (I)	Electrical and Chemical Signals within an Animal Body <u>ESP</u> – Diversity, Animals	404-5, 422-423 <u>ESP</u> – Diversity, Animals -quiz	Chapter 23-29.	<u>ESP</u> – Diversity, Animals – topic review <u>OLC</u> – Ch 24, 25
SC.F.1.4.7 know that	Chapters 24 and 25	Behavior and	<u>ESP</u> – Ecology - quiz	Chapters 23-29.	<u>ESP</u> – Ecology –

organisms respond to internal and external stimuli.	(I)	Responses to the External and Internal Environments <u>ESP</u> - Ecology			topic review <u>OLC</u> – Ch 24, Ch 25
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.	Chapter 24 and 25 (I)	Pheromones and other Interspecific Molecules			<u>OLC</u> – Ch 24, Ch 25

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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 ENRICHMENT S	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.	Chapter 29 (I)	Advantages and Disadvantages of Sexual and Asexual Reproduction in the context of Evolutionary Theory <u>ESP</u> – Genetics, Evolution	Pg 500-1 <u>ESP</u> – Genetics, Evolution - quiz	See chromosomes: sex chromosomes; abnormal sex chromosomes; as well as mitosis and meiosis and cell cycle	<u>ESP</u> – Genetics, Evolution – topic review <u>OLC</u> – Ch 29

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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.	Chapters 5, 6, and 7 (I)	Diversity and Interdependence of Animals Diversity, Chapters 7-22 <u>ESP</u> - Animals	<u>ESP</u> – Animals - quiz	Diversity, Chapters 7-22	<u>ESP</u> – Animals - topic review <u>OLC</u> – Ch 5, 6, 7

<p>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.</p>	<p>Chapter 6 (I)</p>	<p>Flow of Energy in an Ecosystem <u>ESP</u> - Ecology</p>	<p>Pg 93-94 <u>ESP</u> – Ecology - quiz</p>	<p>Fig 6.12 (pg 90)</p>	<p>Fig 6.10 (pg 88) <u>ESP</u> – Ecology – topic review <u>OLC</u> – Ch 6</p>
--	----------------------	---	--	-------------------------	---

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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 6. (I) (many results are quite predictable, however.)	Effects of Change on Ecosystems <u>ESP</u> – Ecology; ecosystems, biosphere	<u>ESP</u> – Ecology; ecosystems, biosphere - quiz	WILDLIFE ALERT pg 92	<u>ESP</u> – Ecology; ecosystems, biosphere – topic review <u>OLC</u> – Ch 6

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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 6. 159-60, 155-58 (I) 87 (M) *All basic ecological rules apply to modern economical	Economically and Medically Important Animals <u>ESP</u> - Ecology	87, 93-94 <u>ESP</u> – Ecology - quiz		<u>ESP</u> – Ecology – topic review <u>OLC</u> – Ch 6

	and ecological rules that involve humans.				
--	---	--	--	--	--

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

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	<i>Chapter 6, pg 87 (M)</i>	Biosphere Interconnections <u>ESP</u> – Ecology	93-94. <u>ESP</u> – Ecology - quiz	Fig 6.10 (pg 89)	<u>ESP</u> – Ecology – topic review <u>OLC</u> – Ch 6

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

PUBLISHER: Glencoe/McGraw-Hill

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 6. Specifically 87-92 (I)	Limits on Biological Production <u>ESP</u> - Ecology	93-94 <u>ESP</u> – Ecology - quiz	Pg 87-92, fig 6.8 (pg 86)	<u>ESP</u> – Ecology – topic review <u>OLC</u> – Ch 6

<p>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).</p>	<p>Pg 89-92 (I)</p>	<p>Humans and Their Impact on Ecosystems and the Environment</p> <p><u>ESP</u> – Ecology</p>	<p>93-94</p> <p><u>ESP</u> – Ecology - quiz</p>		<p><u>ESP</u> – Ecology – topic review</p> <p><u>OLC</u> – Ch 6</p>
---	---------------------	--	---	--	---

*In depth/Mentioned



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

SUBJECT/COURSE: Zoology

COURSE CODE NUMBER: 2000410

SUBMISSION TITLE: Zoology, 6th Edition by Miller and Harley © 2005

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.					
SC.H.3.4.2 know that					

<p>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.</p>					
<p>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.</p>					
<p>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.</p>					
<p>SC.H.3.4.5 know that the value of a technology may</p>					

differ for different people and at different times.					
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.					

*In depth/Mentioned