

Main Criteria: Cogent Education's Interactive Cases

Secondary Criteria: Idaho Content Standards

Subject: Science

Grades: 9, 10, 11, 12



Title	Common Among States	Idaho Content Standards	Idaho Content Standards	Idaho Content Standards	Idaho Content Standards
Action Potential -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p> <p>9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p> <p>9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p> <p>10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p> <p>10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>

9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	10.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects	ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- Key Ideas and Details	- Key Ideas and Details	WHST.11-12.3. - (See note; not applicable as a separate requirement)	WHST.11-12.3. - (See note; not applicable as a separate requirement)
RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.		
ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects	ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects		
WHST.9-10.1. - Write arguments focused on discipline-specific content.	WHST.9-10.1. - Write arguments focused on discipline-specific content.		
WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.		
WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.		

		<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Cellular Respiration -	ID	<p>ID.9-10.B - Biology</p> <p>9-10.B.1 - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2 - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1 - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p>	<p>ID.9-10.B - Biology</p> <p>9-10.B.1 - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2 - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1 - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p>	<p>ID.CC.RST.11-12 - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>ID.CC.RST.11-12 - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)	10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)	RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)	10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills	9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills	ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects	ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects
9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	WHST.11-12.1. - Write arguments focused on discipline-specific content.	WHST.11-12.1. - Write arguments focused on discipline-specific content.
9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.
9-10.B.1.8. - Understand Technical Communication	9-10.B.1.8. - Understand Technical Communication	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9.B.1.8.1. - The student will be able to analyze technical writing, graphs, charts, and diagrams. (658.02a)	10.B.1.8.1. - The student will be able to analyze technical writing, graphs, charts, and diagrams. (658.02a)	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
9.B.3.2.4. - The student will be able to describe cellular respiration and the synthesis of macromolecules. (653.01d)	10.B.3.2.4. - The student will be able to describe cellular respiration and the synthesis of macromolecules. (653.01d)	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things 9.B.3.3.2. - The student will be able to explain cell functions involving chemical reactions. (651.01b)</p> <p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented. WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things 10.B.3.3.2. - The student will be able to explain cell functions involving chemical reactions. (651.01b)</p> <p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented. WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement) WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement) WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Diffusion -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>

<p>9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p>	<p>10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p>	<p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p>	<p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)</p>	<p>10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p>9.B.3.2.4. - The student will be able to describe cellular respiration and the synthesis of macromolecules. (653.01d)</p>	<p>10.B.3.2.4. - The student will be able to describe cellular respiration and the synthesis of macromolecules. (653.01d)</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things</p>	<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p>
<p>9.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)</p>	<p>10.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)</p>	<p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>- Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>- Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>		

		<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Filtration -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)	10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)	RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)	10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills	9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills	ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects	ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects
9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	WHST.11-12.1. - Write arguments focused on discipline-specific content.	WHST.11-12.1. - Write arguments focused on discipline-specific content.
9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.
9-10.B.1.8. - Understand Technical Communication	9-10.B.1.8. - Understand Technical Communication	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9.B.1.8.1. - The student will be able to analyze technical writing, graphs, charts, and diagrams. (658.02a)	10.B.1.8.1. - The student will be able to analyze technical writing, graphs, charts, and diagrams. (658.02a)	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

<p>9.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a) ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented. WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>10.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a) ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented. WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement) WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement) WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Membrane Potential -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p> <p>9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p> <p>10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

<p>9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p> <p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p> <p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p> <p>9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)</p> <p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p> <p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p> <p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p> <p>10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)</p> <p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Membrane Transport -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>

9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)	10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)	RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)	10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills	9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills	ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects	ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects
9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)	WHST.11-12.1. - Write arguments focused on discipline-specific content.	WHST.11-12.1. - Write arguments focused on discipline-specific content.
9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.
9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	10.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

<p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p>	<p>ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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		<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Nitrogen Cycle -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.3. - Understand Constancy, Change, and Measurement</p> <p>9.B.1.3.2. - The student will be able to analyze changes that can occur in and among systems. (648.03b)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.3. - Understand Constancy, Change, and Measurement</p> <p>10.B.1.3.2. - The student will be able to analyze changes that can occur in and among systems. (648.03b)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>

<p>9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p> <p>9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p> <p>10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p>	<p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p>	<p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>9.B.3.2.5. - The student will be able to show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)</p>	<p>10.B.3.2.5. - The student will be able to show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things</p>	<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>9.B.3.3.2. - The student will be able to explain cell functions involving chemical reactions. (651.01b) ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>10.B.3.3.2. - The student will be able to explain cell functions involving chemical reactions. (651.01b) ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<p>- Key Ideas and Details</p>	<p>- Key Ideas and Details</p>	<p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	<p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>		

		<p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Osmosis -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p>
				<p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>

<p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p>	<p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p>	<p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p>	<p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p>
<p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p>	<p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p>	<p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p>	<p>10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p>	<p>10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p>	<p>9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p>	<p>9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)</p>	<p>10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things</p>	<p>9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>

<p>9.B.3.3.1 - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)</p>	<p>10.B.3.3.1 - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p>ID.CC.RST.9-10 - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>ID.CC.RST.9-10 - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>- Key Ideas and Details</p>	<p>- Key Ideas and Details</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p>
<p>RST.9-10.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>RST.9-10.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>
<p>RST.9-10.5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>RST.9-10.5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>RST.9-10.10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>RST.9-10.10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>		
<p>ID.CC.WHST.9-10 - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>ID.CC.WHST.9-10 - Writing Standards for Literacy in Science and Technical Subjects</p>		
<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p>	<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p>		
<p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	<p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>		
<p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>		
<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>		
<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>		
<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>		
<p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>		
<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>		
<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>		

		<p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Photosynthesis -	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.3. - Understand Constancy, Change, and Measurement</p> <p>9.B.1.3.2. - The student will be able to analyze changes that can occur in and among systems. (648.03b)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.3. - Understand Constancy, Change, and Measurement</p> <p>10.B.1.3.2. - The student will be able to analyze changes that can occur in and among systems. (648.03b)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>

9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.	WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.
9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
9-10.B.1.8. - Understand Technical Communication	9-10.B.1.8. - Understand Technical Communication	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9.B.1.8.1. - The student will be able to analyze technical writing, graphs, charts, and diagrams. (658.02a)	10.B.1.8.1. - The student will be able to analyze technical writing, graphs, charts, and diagrams. (658.02a)	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
9.B.3.2.3. - The student will be able to show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)	10.B.3.2.3. - The student will be able to show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)	WHST.11-12.3. - (See note; not applicable as a separate requirement)	WHST.11-12.3. - (See note; not applicable as a separate requirement)
9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
9.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	10.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.B.3.3.2. - The student will be able to explain cell functions involving chemical reactions. (651.01b)	10.B.3.3.2. - The student will be able to explain cell functions involving chemical reactions. (651.01b)		
9-10.B.5. - Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.	9-10.B.5. - Personal and Social Perspectives; Technology: Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.		
9-10.B.5.1. - Understand Common Environmental Quality Issues, Both Natural and Human Induced	9-10.B.5.1. - Understand Common Environmental Quality Issues, Both Natural and Human Induced		

9.B.5.1.1. - The student will be able to analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)

ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects

- Key Ideas and Details

RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects

WHST.9-10.1. - Write arguments focused on discipline-specific content.

WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3. - (See note; not applicable as a separate requirement)

10.B.5.1.1. - The student will be able to analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)

ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects

- Key Ideas and Details

RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects

WHST.9-10.1. - Write arguments focused on discipline-specific content.

WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.3. - (See note; not applicable as a separate requirement)

		<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Synaptic Transmission - ID	ID	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>9.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>9.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>9.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>9.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>9.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>9.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p> <p>9.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p> <p>9.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>ID.9-10.B. - Biology</p> <p>9-10.B.1. - Nature of Science: Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.</p> <p>9-10.B.1.2. - Understand Concepts and Processes of Evidence, Models, and Explanation</p> <p>10.B.1.2.1. - The student will be able to use observations and data as evidence on which to base scientific explanations. (648.02a)</p> <p>10.B.1.2.2. - The student will be able to develop models to explain concepts or systems. (648.02b)</p> <p>10.B.1.2.3. - The student will be able to develop scientific explanations based on knowledge, logic and analysis. (648.02c)</p> <p>9-10.B.1.6. - Understand Scientific Inquiry and Develop Critical Thinking Skills</p> <p>10.B.1.6.2. - The student will be able to utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)</p> <p>10.B.1.6.3. - The student will be able to use appropriate technology and mathematics to make investigations. (649.01c)</p> <p>10.B.1.6.4. - The student will be able to formulate scientific explanations and models using logic and evidence. (649.01d)</p> <p>10.B.1.6.5. - The student will be able to analyze alternative explanations and models. (649.01e)</p> <p>10.B.1.6.7. - The student will be able to explain the differences among observations, hypotheses, and theories. (649.01g)</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>ID.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9. - Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>ID.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>

9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	9-10.B.3. - Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	9-10.B.3.2. - Understand the Relationship between Matter and Energy in Living Systems	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
9.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	10.B.3.2.2. - The student will be able to explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	9-10.B.3.3. - Understand the Cell is the Basis of Form and Function for All Living Things	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
9.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	10.B.3.3.1. - The student will be able to identify the particular structures that underlie the cellular functions. (651.01a)	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects	ID.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- Key Ideas and Details	- Key Ideas and Details	WHST.11-12.3. - (See note; not applicable as a separate requirement)	WHST.11-12.3. - (See note; not applicable as a separate requirement)
RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.		
ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects	ID.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects		
WHST.9-10.1. - Write arguments focused on discipline-specific content.	WHST.9-10.1. - Write arguments focused on discipline-specific content.		
WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.		
WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.		

	<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
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