

Main Criteria: Cogent Education's Interactive Cases
Secondary Criteria: Louisiana Content Standards
Subject: Science
Grades: 9, 10, 11, 12



Title	Common Among States	Louisiana Content Standards	Louisiana Content Standards	Louisiana Content Standards	Louisiana Content Standards
Action Potential -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p> <p>GLE-H-32. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p> <p>LA.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>LA.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, 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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. 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(1, 3, 4)</p> <p>LA.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>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. 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(1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. 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<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. - Write arguments focused on discipline-specific content.</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(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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.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(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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.9-10.1(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.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>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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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>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. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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>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.9-10.2(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.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>WHST.9-10.3. - (See note; not applicable as a separate requirement)</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.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>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.9-10.2(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.11-12.2(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>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.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>WHST.9-10.3. - (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(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>

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Cellular Respiration -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. 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(1, 3, 4)</p> <p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p> <p>GLE-H-4. - Grade Level Expectation: Biology: The Cell: Compare active and passive cellular transport (LS-H-A2)</p> <p>GLE-H-7. - Grade Level Expectation: Biology: The Molecular Basis of Heredity: Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)</p> <p>GLE-H-29. - Grade Level Expectation: Biology: Matter, Energy, and Organization of Living Systems: Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1)</p> <p>GLE-H-32. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p> <p>LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. 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(1, 3, 4)</p> <p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. 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(1, 3, 4)</p> <p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>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>- 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>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>LA.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>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>LA.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.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>LA.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.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.11-12.2. - 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.11-12.1(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.11-12.2. - 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.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(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.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.11-12.2(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>

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<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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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>
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<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.9-10.2(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.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>WHST.9-10.3. - (See note; not applicable as a separate requirement)</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.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>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.9-10.2(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.11-12.2(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>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.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>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.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.11-12.3(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>
Filtration -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>GLE-H-4. - Grade Level Expectation: Biology: The Cell: Compare active and passive cellular transport (LS-H-A2)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p> <p>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</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>LA.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.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. - 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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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(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(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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.9-10.1(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. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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. - 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(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.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(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.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>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.9-10.2(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.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>WHST.9-10.3. - (See note; not applicable as a separate requirement)</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.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>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.9-10.2(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.11-12.2(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>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. - (See note; not applicable as a separate requirement)</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>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.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.11-12.3(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>
Membrane Potential -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p> <p>GLE-H-32. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p> <p>LA.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>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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.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.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>LA.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.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(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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.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(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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.9-10.1(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.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>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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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>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. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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>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.9-10.2(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.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>WHST.9-10.3. - (See note; not applicable as a separate requirement)</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.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>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.9-10.2(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.11-12.2(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>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.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>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.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.11-12.3(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>
Membrane Transport	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p> <p>GLE-H-7. - Grade Level Expectation: Biology: The Molecular Basis of Heredity: Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)</p> <p>GLE-H-32. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p> <p>LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.PS-M. - Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</p> <p>GLE-HC-26. - Grade Level Expectation: Chemistry: The Structure and Properties of Matter: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.PS-M. - Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</p> <p>GLE-HC-26. - Grade Level Expectation: Chemistry: The Structure and Properties of Matter: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>WHST.9-10.1. - Write arguments focused on discipline-specific content.</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.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.11-12.9. - 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>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.9-10.5. - 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.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>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>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>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>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</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>LA.CC.WHST.9-10. - 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. - Write arguments focused on discipline-specific content.</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. - 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(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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.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(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.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.9-10.1(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(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(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.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.9-10.1(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.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.9-10.1(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. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.9-10.2. - 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(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.9-10.3. - (See note; not applicable as a separate requirement)</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.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>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.9-10.2(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.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>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(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.11-12.2(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>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.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>
Nitrogen Cycle -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-D1. - Interdependence of Organisms: illustrating the biogeochemical cycles and explaining their importance. (1, 2, 3, 4, 5)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p> <p>SE-H-A1. - Ecological Systems and Interactions: demonstrating an understanding of the functions of Earth's major ecological systems. (1, 2, 3, 4)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-D1. - Interdependence of Organisms: illustrating the biogeochemical cycles and explaining their importance. (1, 2, 3, 4, 5)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p> <p>GLE-H-7. - Grade Level Expectation: Biology: The Molecular Basis of Heredity: Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.PS-M. - Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</p> <p>GLE-HC-26. - Grade Level Expectation: Chemistry: The Structure and Properties of Matter: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-D1. - Interdependence of Organisms: illustrating the biogeochemical cycles and explaining their importance. (1, 2, 3, 4, 5)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.PS-M. - Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</p> <p>GLE-HC-26. - Grade Level Expectation: Chemistry: The Structure and Properties of Matter: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-D1. - Interdependence of Organisms: illustrating the biogeochemical cycles and explaining their importance. (1, 2, 3, 4, 5)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p>

SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)	GLE-H-23. - Grade Level Expectation: Biology: Interdependence of Organisms: Illustrate the flow of carbon, nitrogen, and water through an ecosystem (LS-H-D1) (SE-H-A6)	LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.	LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.
SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)	GLE-H-29. - Grade Level Expectation: Biology: Matter, Energy, and Organization of Living Systems: Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1)	SE-H-A1. - Ecological Systems and Interactions: demonstrating an understanding of the functions of Earth's major ecological systems. (1, 2, 3, 4)	SE-H-A1. - Ecological Systems and Interactions: demonstrating an understanding of the functions of Earth's major ecological systems. (1, 2, 3, 4)
SE-H-A7. - Ecological Systems and Interactions: comparing and contrasting the dynamic interaction within the biosphere. (1, 2, 4)	LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.	SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)	SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)
SE-H-A10. - Ecological Systems and Interactions: explaining that all species represent a vital link in a complex web of interaction. (1, 3, 4, 5)	SE-H-A1. - Ecological Systems and Interactions: demonstrating an understanding of the functions of Earth's major ecological systems. (1, 2, 3, 4)	SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)	SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)
SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)	SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)	SE-H-A7. - Ecological Systems and Interactions: comparing and contrasting the dynamic interaction within the biosphere. (1, 2, 4)	SE-H-A7. - Ecological Systems and Interactions: comparing and contrasting the dynamic interaction within the biosphere. (1, 2, 4)
SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)	SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)	SE-H-A10. - Ecological Systems and Interactions: explaining that all species represent a vital link in a complex web of interaction. (1, 3, 4, 5)	SE-H-A10. - Ecological Systems and Interactions: explaining that all species represent a vital link in a complex web of interaction. (1, 3, 4, 5)
LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects	SE-H-A7. - Ecological Systems and Interactions: comparing and contrasting the dynamic interaction within the biosphere. (1, 2, 4)	SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)	SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)
- Key Ideas and Details	SE-H-A10. - Ecological Systems and Interactions: explaining that all species represent a vital link in a complex web of interaction. (1, 3, 4, 5)	SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)	SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)
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.	SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)	GLE-H-6. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Analyze the consequences of changes in selected divisions of the biosphere (e.g., ozone depletion, global warming, acid rain) (SE-H-A5) (SE-H-A7)	GLE-H-6. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Analyze the consequences of changes in selected divisions of the biosphere (e.g., ozone depletion, global warming, acid rain) (SE-H-A5) (SE-H-A7)
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).	SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)	GLE-H-7. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Illustrate the flow of carbon, water, oxygen, nitrogen, and phosphorus through an ecosystem (SE-H-A6) (LS-H-D1)	GLE-H-7. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Illustrate the flow of carbon, water, oxygen, nitrogen, and phosphorus through an ecosystem (SE-H-A6) (LS-H-D1)
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.	LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects	GLE-H-12. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Give examples and describe the effect of pollutants on selected populations (SE-H-A11)	GLE-H-12. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Give examples and describe the effect of pollutants on selected populations (SE-H-A11)
LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects	- Key Ideas and Details	GLE-H-25. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss how education and collaboration can affect the prevention and control of a selected pollutant (SE-H-D2) (SE-H-D3)	GLE-H-25. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss how education and collaboration can affect the prevention and control of a selected pollutant (SE-H-D2) (SE-H-D3)
WHST.9-10.1. - Write arguments focused on discipline-specific content.	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.	GLE-H-28. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss the reduction of combustible engines needed to significantly decrease carbon monoxide in the troposphere (SE-H-D6)	GLE-H-28. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss the reduction of combustible engines needed to significantly decrease carbon monoxide in the troposphere (SE-H-D6)
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.	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).	LA.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects	LA.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects
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.	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.	- Key Ideas and Details	- Key Ideas and Details

<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>LA.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.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>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>LA.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>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>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>LA.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>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>
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Osmosis -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>GLE-H-4. - Grade Level Expectation: Biology: The Cell: Compare active and passive cellular transport (LS-H-A2)</p> <p>GLE-H-5. - Grade Level Expectation: Biology: The Cell: Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions (LS-H-A2)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p> <p>LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</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.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>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>WHST.9-10.1. - Write arguments focused on discipline-specific content.</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>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</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>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>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p>	<p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</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>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</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(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.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. - Write arguments focused on discipline-specific content.</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(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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.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(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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.9-10.1(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.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>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.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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>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. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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>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.9-10.2(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.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>WHST.9-10.3. - (See note; not applicable as a separate requirement)</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.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>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.9-10.2(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.11-12.2(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>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>	<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.11-12.3. - (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>
Photosynthesis -	LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p> <p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p> <p>LS-H-E3. - Matter, Energy, and Organization of Living Systems: differentiating among levels of biological organization. (1, 4)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p> <p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p> <p>LS-H-E3. - Matter, Energy, and Organization of Living Systems: differentiating among levels of biological organization. (1, 4)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.PS-M. - Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</p> <p>GLE-HC-26. - Grade Level Expectation: Chemistry: The Structure and Properties of Matter: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>SI-H-B5. - Understanding Scientific Inquiry: communicating that the results of scientific inquiry, new knowledge, and methods emerge from different types of investigations and public communication among scientists. (1, 3, 4, 5)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-8. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Give an example of how new scientific data can cause an existing scientific explanation to be supported, revised, or rejected (SI-H-A5)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.PS-M. - Physical Science: Students will develop an understanding of the characteristics and interrelationships of matter and energy in the physical world.</p> <p>GLE-HC-26. - Grade Level Expectation: Chemistry: The Structure and Properties of Matter: Differentiate common biological molecules, such as carbohydrates, lipids, proteins, and nucleic acids by using structural formulas (PS-H-C6)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-D4. - Interdependence of Organisms: exploring how humans have impacted ecosystems and the need for societies to plan for the future. (1, 2, 4, 5)</p>

<p>LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>	<p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p>	<p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p>	<p>LS-H-E1. - Matter, Energy, and Organization of Living Systems: comparing and contrasting photosynthesis and cellular respiration; emphasizing their relationships. (1, 2, 3, 4)</p>
<p>SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)</p>	<p>GLE-H-4. - Grade Level Expectation: Biology: The Cell: Compare active and passive cellular transport (LS-H-A2)</p>	<p>LS-H-E3. - Matter, Energy, and Organization of Living Systems: differentiating among levels of biological organization. (1, 4)</p>	<p>LS-H-E3. - Matter, Energy, and Organization of Living Systems: differentiating among levels of biological organization. (1, 4)</p>
<p>SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)</p>	<p>GLE-H-5. - Grade Level Expectation: Biology: The Cell: Analyze the movement of water across a cell membrane in hypotonic, isotonic, and hypertonic solutions (LS-H-A2)</p>	<p>LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>	<p>LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>
<p>SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)</p>	<p>GLE-H-7. - Grade Level Expectation: Biology: The Molecular Basis of Heredity: Identify the basic structure and function of nucleic acids (e.g., DNA, RNA) (LS-H-B1)</p>	<p>SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)</p>	<p>SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)</p>
<p>SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)</p>	<p>GLE-H-19. - Grade Level Expectation: Biology: Biological Evolution: Compare characteristics of the major kingdoms (LS-H-C5)</p>	<p>SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)</p>	<p>SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)</p>
<p>LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>GLE-H-29. - Grade Level Expectation: Biology: Matter, Energy, and Organization of Living Systems: Use balanced equations to analyze the relationship between photosynthesis and cellular respiration (LS-H-E1)</p>	<p>SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)</p>	<p>SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)</p>
<p>- Key Ideas and Details</p>	<p>LA.SE-H. - Science and the Environment: In learning environmental science, students will develop an appreciation of the natural environment, learn the importance of environmental quality, and acquire a sense of stewardship. As consumers and citizens, they will be able to recognize how our personal, professional, and political actions affect the natural world.</p>	<p>SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)</p>	<p>SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)</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>SE-H-A4. - Ecological Systems and Interactions: understanding that change is a fundamental characteristic of every ecosystem and that ecosystems have varying capacities for change and recovery. (1, 2, 3, 4, 5)</p>	<p>GLE-H-6. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Analyze the consequences of changes in selected divisions of the biosphere (e.g., ozone depletion, global warming, acid rain) (SE-H-A5) (SE-H-A7)</p>	<p>GLE-H-6. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Analyze the consequences of changes in selected divisions of the biosphere (e.g., ozone depletion, global warming, acid rain) (SE-H-A5) (SE-H-A7)</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>SE-H-A6. - Ecological Systems and Interactions: describing and explaining the Earth's biochemical and geochemical cycles and their relationship to ecosystem stability. (1, 2, 4)</p>	<p>GLE-H-12. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Give examples and describe the effect of pollutants on selected populations (SE-H-A11)</p>	<p>GLE-H-12. - Grade Level Expectation: Environmental Science: Ecological Systems and Interactions: Give examples and describe the effect of pollutants on selected populations (SE-H-A11)</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>SE-H-A11. - Ecological Systems and Interactions: understanding how pollutants can affect living systems. (1, 2, 3, 4, 5)</p>	<p>GLE-H-25. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss how education and collaboration can affect the prevention and control of a selected pollutant (SE-H-D2) (SE-H-D3)</p>	<p>GLE-H-25. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss how education and collaboration can affect the prevention and control of a selected pollutant (SE-H-D2) (SE-H-D3)</p>
<p>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>SE-H-D3. - Personal Choices and Responsible Actions: demonstrating that the most important factor in prevention and control of pollution is education. (1, 2, 3, 4, 5)</p>	<p>GLE-H-28. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss the reduction of combustible engines needed to significantly decrease carbon monoxide in the troposphere (SE-H-D6)</p>	<p>GLE-H-28. - Grade Level Expectation: Environmental Science: Personal Choices and Responsible Actions: Discuss the reduction of combustible engines needed to significantly decrease carbon monoxide in the troposphere (SE-H-D6)</p>
<p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p>	<p>LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>LA.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p>	<p>LA.CC.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</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>- Key Ideas and Details</p>	<p>- Key Ideas and Details</p>	<p>- Key Ideas and Details</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>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.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>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>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>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.11-12.5. - 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>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</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>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>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.9-10.1. - Write arguments focused on discipline-specific content.</p>	<p>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</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.9-10.1(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.11-12.1. - Write arguments focused on discipline-specific content.</p>	<p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</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.9-10.1(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(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(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.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.9-10.1(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.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(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.9-10.3. - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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(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.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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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(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.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>
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Synaptic Transmission - LA	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. (1, 3, 4)</p> <p>GLE-H-1. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write a testable question or hypothesis when given a topic (SI-H-A1)</p> <p>GLE-H-9. - Grade Level Expectation: The Abilities Necessary to Do Scientific Inquiry: Write and defend a conclusion based on logical analysis of experimental data (SI-H-A6) (SI-H-A2)</p> <p>LA.LS-H. - Life Science: The students will become aware of the characteristics and life cycles of organisms and understand their relationships to each other and to their environment.</p> <p>LS-H-A2. - The Cell: demonstrating a knowledge of cellular transport. (1, 3, 4)</p> <p>LS-H-F1. - Systems and the Behaviors of Organisms: identifying the structure and functions of organ systems. (1, 3, 4)</p> <p>LS-H-F2. - Systems and the Behaviors of Organisms: identifying mechanisms involved in homeostasis. (1, 3, 4)</p> <p>LA.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>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. (1, 2, 3, 4)</p> <p>SI-H-A6. - The Abilities Necessary to do Scientific Inquiry: communicating and defending a scientific argument. 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(1, 3, 4)</p> <p>GLE-H-3. - Grade Level Expectation: Biology: The Cell: Investigate and describe the role of enzymes in the function of a cell (LS-H-A1)</p> <p>GLE-H-32. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Analyze the interrelationships of organs in major systems (LS-H-F1) (LS-H-E3)</p> <p>GLE-H-34. - Grade Level Expectation: Biology: Systems and the Behavior of Organisms: Explain how body systems maintain homeostasis (LS-H-F2)</p>	<p>LA.SI-H. - Science as Inquiry: The students will do science by engaging in partial and full inquiries that are within their developmental capabilities.</p> <p>SI-H-A1. - The Abilities Necessary to do Scientific Inquiry: identifying questions and concepts that guide scientific investigations. (2, 4)</p> <p>SI-H-A4. - The Abilities Necessary to do Scientific Inquiry: formulating and revising scientific explanations and models using logic and evidence. 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<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>LA.CC.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</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.11-12.5. - 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>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</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.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>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>WHST.9-10.1. - Write arguments focused on discipline-specific content.</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>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p>	<p>LA.CC.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</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>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>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p>	<p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</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>LA.CC.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</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(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>
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<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(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.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(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.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</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.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</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.9-10.1(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.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>
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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.9-10.2(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.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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