

**West Baton Rouge Parish**  
Model Curriculum Mapping Template

Subject/Grade: Biology/10th  
Textbook: The Dynamics of Life

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
<b>UNIT 1: THE CELL</b>							
<b>Safety in the Biology Lab</b>							
SI-H-A7	SI 10	1) Follow proper lab procedures  2) Compare the operation of a compound microscope with that of an electron microscope	Lab Manual	Activity 1: "Safety in the Biology Lab"	MiniLab p. 173	Compound microscope, prepared slides, water, slides, cover slips	Lab Questions, Applications, and Technique
<b>Differentiating b/t Various Types of Cells</b>							
SI-H-A3, A7, B1 LS-H-A1	SI: 6, 10, 11 LS: 1	1) Identify the main ideas of the cell theory  2) Relate advances in microscope technology to discoveries about cells and cell structure	p. 170-187	Activity 2: "Differentiating b/t Various Types of Cells"	The Basic Unit of Life(Part 1) See attachment P. 172 Quick Demo	Microscope, slides, cover slips, living plant specimen, living yeast cells, Paramecia or Euglena culture, Prepared slides of plant tissue, nervous tissue, and strained bacterial cells	1) Lab questions, applications, and technique  2) Quizzes, Worksheets
<b>Differentiating b/t Types of Organelles</b>							
SI-H-A3, A5, B1 LS-H-A1	SI: 6, 8, 11 LS: 2	1) Identify the structure and function of the parts of a typical eukaryotic cell  2) Explain the advantage of highly folded membranes in	Sec. 7.3 Pp 179-187	Activity 3 "Differentiating b/t Types of Organelles"	Investigate BioLab p. 188	Plant and animal diagrams, computer lab	1) Visit website <a href="http://www.cellsalive.org">http://www.cellsalive.org</a>  2) Write a research paper about the role of technology in the function of cellular organelles  3) Cord sort with organelles  4) Worksheets 5) Teacher-made test

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		cells  3) Compare and contrast the structures of plant and animal cells					
<b>Movement in Cells</b>							
SI-H-A1,A2,A6,A7 LS-H-A2	SI: 1,9,10 LS: 4,5	1) Explain how the processes of diffusion, passive transport, and active transport occur and why they are important to cells  2) Predict the effect of hypotonic, hypertonic, or isotonic solutions on a cell	Sec 8.1 pp. 194-200	Activity 4 "Movement of Materials into and out of cells"  Activity 5 "Passive Transport Demonstration"  Activity 6 "Passive and Active Transport"	Cells in Osmotic Balance and Imbalance(See Attachment)	Microscope, slides, cover slips, water, medicine dropper, Elodea leaf, Red onion cells, raw eggs, vinegar, syrup	1) Students will analyze diagrams of cells in each of the 3 solution types using <a href="http://www.science.nhmccd.edu/biol/#">www.science.nhmccd.edu/biol/#</a> as a means of reinforcement, students will use arrows to show the direction water will move in each of the solution types  2) Students will design an experiment to test the affect of salt on seeds.
<b>Enzymes</b>							
SI-H-A1,A2,A6,A7 LS-H-A1	SI: 1,4,9, 10 LS: 3	1) Describe the role of enzymes in the regulations of the cell cycle  2) Distinguish b/t the events of a normal cell cycle and the abnormal events that result in cancer  3) Identify ways to potentially reduce the risk of cancer	Sec. 8.3 pp. 211-215	Activity 7 "Enzyme Action-Bubbles, Bubbles everywhere"	Chemical nature of Enzymes(See attachment)  Characteristics of Enzymes(See attachment)	Beef liver or raw potato, distilled water, hydrogen peroxide	1) Lab analysis  2) Data Table  3) Written/oral observations

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<b>Levels of Organization</b>							
SI-H-A3 LS-H-E3	SI: 5 LS: 31	1) Sequence the events of the cell cycle  2) Relate the function of a cell to its organization into tissues, organs and organ systems	Sec. 8.2 pp. 201-210	Activity 8 "Levels of Organization"		Paper squares or cards illustrating levels of organization and examples of each	1) Sequential Graphic Organizer  2) Concentric circles illustrating relationships among levels of organization  3) Worksheets  4) <b>Teacher-Made Test Unit 1</b>
<b>UNIT 2: REPRODUCTION AND GENETICS</b>							
<b>Comparison of Mitotic Cells</b>							
LS-H-B2	LS: 9	1) Sequence and describe the events of mitotic cell division	Sec 8.2 Pp 206-210	Activity 1 "Comparison of Mitotic Cells"	Mitosis(See Attachment)  Time for Mitosis(See Attachment)	Prepared slides of animal cell division and plant cell division	Labeled drawings Figures of each stage of mitosis
<b>Comparison of Mitosis and Meiosis</b>							
SI-H-A4 LS-H-B2	SI: 7 LS: 9	1) Sequence and describe the events of meiotic cell division and compare it to mitotic cell division	Sec. 10.2 Pp 263-269	Activity 2 "Comparison of Mitosis and Meiosis"	Modeling Meiosis p. 266	Computer lab, website <a href="http://science.nhmccd.edu/biol">http://science.nhmccd.edu/biol</a> clay, diagrams of mitotic/meiotic cells	Report of collaborative lists of differences b/t mitosis and meiosis
<b>Structure of DNA</b>							
SI-H-B1,B2,B3,B4,B5 LS-H-B1	SI: 11.13,14,16 LS: 7	1) Analyze what led to the discovery of DNA  2) Discover the basic structure of DNA	Sec. 11.1 pp. 281-286	Activity 4 "A Very Simple Explanation"	Gene and chromosome size p. 282	Published article by Watson and Crick	1) Written critique of the article based upon when it was first written and a perspective from today
<b>DNA and RNA</b>							
SI-H-A4 LS-H-B1	SI: 7 LS: 7	1) Determine how the structure of DNA enables it to reproduce	Chap 11 pp. 286-287	Activity 3 "Nucleic Acids- DNA and RNA"	Lab exercise DNA and RNA(See attachment)	Computer lab, website <a href="http://science.nhmccd.edu/boil">http://science.nhmccd.edu/boil</a> paper cutouts or models of chemicals that make up DNA or RNA	Complete models of DNA(Rubric)

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		itself accurately					
<b>Protein Synthesis</b>							
SI-H-A4 LS-H-B1	SI: 7 LS: 8	1) Relate the concept of the gene to the sequences of nucleotides in DNA  2) Sequence the steps involved in protein synthesis	Sec 11.2 pp. 288-295	Activity 5 "Simulating Protein Synthesis"		Computer lab, website <a href="http://www.accessexcellence.org">http://www.accessexcellence.org</a> models from activity 3	1) Amino acid chain development by using the models from Activity 3  2) Rubric from models  3) <b>Test on Unit 2</b>
<b>Embryology and Cell Differentiation</b>							
SI-H-A3, A4 LS-H-A3	SI: 5, 7 LS: 6, 15	1) Identify the stages of embryological development		Activity 6 "Basic Embryology and Cell Differentiation"		Diagrams(unlabeled) of fertilized egg, gastrula stage	1) Graded Diagrams
<b>Embryological Development</b>							
SI-H-A3, A4 LS-H-A3	SI: 5, 7 LS: 15	1) Compare and contrast the embryological development in various vertebrates		Activity 7 "Embryological Development"		<a href="http://chsweb.lr.kge.nj.us/psidelsky/comparative_embryology.htm">http://chsweb.lr.kge.nj.us/psidelsky/comparative_embryology.htm</a>	1) Graded group activity
<b>Basic Genetics</b>							
SI-H-A3, A4 LS-H-B1	SI: 5, 7 LS: 11	1) Use Punnet squares to determine genetic outcomes		Activity 8 "Basic Genetics"		Genetic Problems	1) Graded worksheets
<b>The Pedigree Chart</b>							
SI-H-A3, A4 LS-H-B3 LS-H-C3	SI: 5, 7 LS: 10, 17	1) Identify and research a genetic disorder		Activity 9 "The Pedigree Chart"		Internet, textbook	1) Oral report on genetic disorder
<b>Recombinant Gene Techonology</b>							

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SI-H-A6 SI-H-B3 LS-H-B1, B4	SI: 9, 14 LS: 12, 13	1) Construct a circular plasmid		Activity 10 "Recombinant Gene Techonology"		<a href="http://www.abpschools.org.uk">http://www.abpschools.org.uk</a> Construction paper-different colors	1) Graded models
<b>UNIT 3: CHANGES THROUGH TIME</b>							
<b>Adaptation</b>							
SI-H-A3, A4 LS-H-C1,C2	SI: 6, 7 LS: 14	1) Summarize Darwin's theory of natural selection  2) Explain how structural and physiological adaptations or organisms relate to natural selection  3) Distinguish among the types of evidence for evolution	Sec. 15.1 pp. 393-400	Activity 3 "Adaptation"	PS Lab p. 397 MiniLab p. 398	White paper, black paper, hole puncher, calculators	PS Lab and Mini Lab questions
<b>The Fossil Record As Evidence for Evolution</b>							
SI-H-A5 SI-H-B1, B2 LS-H-C1,C2 ESS-H-C2, C5	SI: 8,11,13 LS: 14,16 ESS: 17,18,22	1) Identify the different types of fossil and how they are formed  2) Summarize the major events of the geologic time scale	Sec 14.1 pp. 369-379	Activity 1 "The fossil record as evidence for evolution"	PS Lab 14.1 MiniLab 14.1 MiniLab 14.2	Diatomaceous earth or diatoms, microscopes, slides, and coverslips	PS Lab and minilab questions
<b>Organs Systems as Evidence of Evolution</b>							
SI-H-A3,A4,A5 SI-H-B1,B2 LS-H-C1,C2	SI: 6,7,8,11,13 LS: 14,16,33	1) Demonstrate relationships	Sec 15.1 p. 400 Sec 15.2 pp.	Activity 4 "Evolution as a Biological	<a href="http://nsm1.nsm.iup.edu/rgendron/EvolutionOnTheWeb.shtml">http://nsm1.nsm.iup.edu/rgendron/EvolutionOnTheWeb.shtml</a>		1) Apply Biotechnology p. 462  2) <b>Test on Ch 14 &amp; 15</b>

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LS-H-F1		between the organ systems and various animals 2) Show how many organisms share DNA, ATP and many enzymes among their biochemical molecules	402-412 Sec. 15.1 Pp 402-403, 462	Theme	Molecular clocks: DNA, Protein, and applications		
<b>UNIT 4: TRAITS AND CLASSIFICATION OF LIFE</b>							
<b>General Classification</b>							
SI-H-A4 LS-H-C4	SI: 7 LS: 18	1) Evaluate the history, purpose, and methods of taxonomy  2) Explain the meaning of a scientific name	Sec. 17.1 Pp 443-445	Activity 1 "General Classification"	MiniLab 17.1 p. 446	Fresh tree leaves, dichotomous key, paper, glue	MiniLab Analysis
<b>Dichotomous Keys</b>							
SI-H-A4 LS-H-C4	SI: 7 LS: 18	1) Describe the organization of taxa in a biological classification system	Sec. 17.1 Pp 445-449	Activity 2 "Dichotomous Keys"	Problem Solving Lab 17.1 p. 447	Tree leaves, dichotomous keys	Thinking critically problem solving lab 17.1
<b>Kingdoms and Phyla</b>							
SI-H-A2, A3, A4 LS-H-C5, C6	SI: 2,6,7 LS: 19,20	1) Compare the six kingdoms or organisms  2) Learn the identifying characteristics of plants- non vascular and seed plants	Sec. 17. 2 Pp 450-459  Sec. 22.1 Pp 577-580 Sec. 22.2 Pp 581-587 Sec. 22.3 Pp 588-597  Sec. 25.1-25.2	Activity 3 "Kingdom and Phyla"  **1 ½ Weeks will not allow full attention to all of these animals. Brief direct teaching will be employed	MiniLab 17.2 p. 453  Problem Solving Lab 17.2	Pencils, paper	1) Evaluate student findings in Activity 3 and MiniLab 17.2  2) Evaluate student and group findings on each assigned section

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		3) Learn the identifying characteristics of animals	Sec. 26.1-26.4 Sec. 27.1-27.2 Sec. 28.1 Sec. 29.1 Sec. 30.1-30.2 Sec. 31.1-31.2 Sec. 32.1-32.2				
<b>Taxonomic Classification</b>							
SI-H-A4 LS-H-C5, C6	SI: 7 LS: 19, 20	1) Specimen will be grouped into their appropriate kingdom, phyla, classes, and orders	References will be selected on specimens selected-preserved and/or living specimens can be used	Activity 4 "Taxonomic Classification"		Specimens from the six kingdoms will be utilized by the collaborative groups	1) Students will complete tables of the major phyla of the kingdoms, their identifying traits, and examples of organisms in each phylum  2) <b>Test on Unit 4</b>
<b>UNIT 5: BALANCE IN NATURE</b>							
<b>Homeostasis</b>							
LS-H-F2	LS: 34	1) Know that homeostasis is a characteristic of life that occurs in all living things	Sec. 1.1 p. 9	N/A	Thinking Critically #5 p. 10	Text	1) Class discussion
<b>Populations</b>							
LS-H-D3	LS: 26	1) Learn that a population is part of the living environment and is affected by it	Sec. 2.1 Pp 38-40	N/A	Bio Lab: "How can one population affect another"?	Paramecium, didinium, slides, coverslips, beakers, eye droppers, sterile-pond water	1) Evaluate lab performance
<b>Energy</b>							
LS-H-E1	LS: 28	1) Discuss the	Sec. 2.2	N/A	Section assessment #2 p.		1) Graded Assessment p. 57

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		sun as the ultimate source of energy for all life	pp. 46-47		57 PS Lab 2.2		
<b>Food Webs</b>							
LS-H-D2	LS: 24	1) Show how organisms at different trophic levels in a desert food web function	Sec. 2.2 pp. 50-51	N/A	Reading check p. 50		1) Graded reading check 2) Students will construct a food web
<b>Energy Pyramids</b>							
LS-H-D2	LS: 25	1) Learn the relationship between food and energy pyramids and biomass  2) Learn the process of water recycling	Sec. 2.2 pp. 51-54	N/A			1) Grade Understanding main ideas #4 p. 57
<b>Food Chains and Trophic Levels</b>							
LS-H-D2, D3 SE-H-A7	LS: 24, 26, 27	1) Show how CO <sub>2</sub> from biomass is cycled through the atmosphere	Sec. 2.2 pp. 54	Activity 4 "Food Chains and Trophic Levels"	MiniLab 2.2 p. 54	Test tubes, bromthymol blue solution, effervescent antacid tablets, straws, aprons, goggles	Graded Lab Analysis
<b>Important Cycles in the Ecosystem</b>							
SI-H-A3, A4 LS-H-D3, D4 SE-H-A7	SI: 6, 7 LS: 26, 27	1) Explain the nitrogen and phosphorous cycles	Sec. 2.2 pp. 56-57	Activity 3 "Important Cycles in the Ecosystem"		Posters or transparency film, markers, internet	Grades student projects
<b>Cycles in Nature</b>							
LS-H-D1 LS-H-A6 LS-H-E1, E2 ESS-H-A1 ESS-H-B1, B2	LS: 23, 28, 29, 30 ESS: 2, 3, 13, 15	1) Explain why organisms need a supply of energy  2) Explain how energy is	Sec. 9.2 pp. 221-225	Activity 1 "The Cycling of Oxygen, Carbon Dioxide, and ATP during Photosynthesis"	Diagram figure 9.5 p. 227 Light Dependent Reaction	Paper, pencil	1) Teacher created quiz  2) <b>Unit 5 Test</b>

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		stored and released by ATP		Activity 2 "Photosynthesis, respiration, and the oxygen cycle"  Activity 6 "Human Impact"		Bromothymol blue solution, straws, beakers, test tubes, stoppers  News articles, magazines, videos, etc...	
<b>UNIT 6: THE HUMAN BODY- ITS STRUCTURES, SYSTEMS, BALANCE, AND HEALTH</b>							
<b>Cells to Tissues</b>							
SI-H-A3, A4, A7	SI: 6, 7, 10	1) Compare the structures and functions of the epidermis and dermis  2) Identify the role of the skin in responding to external stimuli  3) Outline the healing process that takes place when the skin is injured	Sec. 34.1 pp. 893-898	Activity 1 "From Cells to Tissues"	MiniLab 41.1 p. 895  Problem Solving Lab 34.1 p. 896	Microscope, prepared slides: epithelial, muscle, nerve, connective  Ink pad, index cards  Paper	1) Students will draw and label and color human skin as seen under the microscope  2) Quizzes
<b>The Skeletal System</b>							
SI-H-A3, A4 LS-H-F1 LS-H-E3	SI: 6, 7 LS: 32, 33	1) Compare the different types of movable joints  2) Identify the structure and functions of the skeletal system	Sec. 34.2 pp. 899-904  Sec. 34.2 pp. 899-901	Activity 5: "The Skeletal System"		Plastic mini skeleton, diagrams, illustrations of other vertebrates	1) Compare a list of similarities and differences b/t male and female skeletons  2) Reading Check p. 903
<b>The Structure of Bone</b>							

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SI-H-A3, A4 LS-H-F1 LS-H-E3	SI: 6, 7 LS: 32, 33	1) Describe how bone is formed	Sec. 34.2 pp. 903-904	Activity 6 "The Structure of Bone"	Problem Solving Lab 34.2	Bone and cartilage charts	1) Quiz
<b>The Muscular System</b>							
SI-H-A3, A7 LS-H-F1 LS-H-E3	SI: 6, 10 LS: 32, 33	1) Classify the three types of muscles  2) Analyze the structure of myofibril and the sliding filament theory  3) To gain further understanding of the way muscle cells contract	Sec. 34.3 pp. 905-907  Sec. 34.3 pp. 906-909  Inside Story p. 908	Activity 7 "The Muscle System"	Problem Solving Lab 34.3 p. 906  Mini Lab 34.2 p. 907  Detailed discussion will be utilized along with the diagram on p. 908 to discuss muscle structure, muscle function, and contraction	Prepared slides of cardiac, smooth, and skeletal muscle, raw chicken wings, scissors  Diagram p. 906  Diagram p. 907	1) Skill review question 6 p. 909 2) Quizzes 3) <b>Test on Chapter 34</b>
<b>The Digestive System</b>							
SI-H-A3, A4, A7 LS-H-F1, F2 LS-H-E3	SI: 6, 7, 10 LS: 32, 33, 34	1) Interpret the functions of the digestive system  2) Understand the importance of nutrients to body nutrition  3) Identify the role of the liver in food storage  4) To show how calorie intake affects weight gain	Sec. 35.1 pp. 917-923  Sec. 35.2 pp. 924-928	Activity 11 "The Anatomy of The Digestive System"	Problem Solving Lab 35.1 p. 922  Problem Solving Lab 35.2 p. 928  MiniLab 35.1 p. 927	Preserved frogs, dissecting kits, bread, plastic tubing, marbles, mineral oil, beaker, water, string	1) Reading check p. 923 2) Skill review make and use tables p. 928 3) Quizzes
<b>Vertebrate</b>							

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<b>Dissection</b>							
SI-H-A3, A4, A7 SI-H-B3 LS-H-F1 LS-H-E3	SI: 6, 7, 10, 14 LS: 32, 33	1) Dissect and examine a vertebrates anatomy and compare it with the human body	Chap. 35 pp. 917-937	Activity 8 "Introduction to Anatomy: Vertebrate Dissection"		Preserved frog, Dissecting kits, latex gloves	
<b>The Endocrine System</b>							
SI-H-A2 LS-H-F1, F2 LS-H-E3	SI: 2 LS: 32, 34	1) Describe the internal feedback mechanisms controlling body hormone levels  2) Contrast the actions of steroid and amino acid hormones  3) Identify and interpret the functions of some of the endocrine hormones  4) Distinguish between thyroid and parathyroid glands  5) Determine the rate of starch digestion in 3 breakfast cereals by amylase	Sec. 35.3 pp. 929-935     Sec 35.3 p. 934   Bio Lab pp. 936-937	Activity 4 "The Endocrine System"	Problem Solving Lab 35.3 p. 932      Mini Lab 35.2   "The Action of Amylase on Breakfast Cereals"	Freezer paper, newsprint rolls or large sheets of art paper         Microscope, prepared slides   3 dry cereals, mortar w/pestle, test tubes, filter paper, balance, beaker, water, Bunsen burner, graduated cylinder, watch glasses, plastic droppers, test tube racks, amylase solution	1) Reading check p. 931  2) Quizzes  3) Grade product         4) Students answer and summaries will be graded  5) <b>Chapter Test</b>
<b>The Brain, Nerve Fibers, and Neurons</b>							
SI-H-A3, A4 SI-H-B3	SI: 6, 7, 14 LS: 33	1) Analyze how nerve	Sec. 36.1 pp. 942-950	Activity 2 "The Brain,		Transparencies, paper	Reading Check p. 946

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
LS-H-F1		impulses travel within the nervous system  2) Interpret the functions of the major parts of the nervous system		Nerve Fibers and the Neuron”			
<b>The Nervous System</b>							
SI-H-A3, A4 SI-H-B3 LS-H-F1 LS-H-E3	SI: 6, 7, 14 LS: 32, 33	1) Compare voluntary and involuntary responses  2) Define the role of the senses in the human nervous system  3) Recognize how senses detect chemical, light, and mechanical stimulation  4) Identify ways in which the senses work together to gather information	Sec. 36.2 pp. 951-955	Activity 3 “The Nervous System: Brain, Peripheral, and Autonomic Systems”	Mini Lab 36.1  Problem Solving Lab 36.1 p. 954	Direct instruction, video, meter sticks	1) Thinking Critically #5 p. 950  2) Label diagrams of the eye, ear, and nose
<b>Drugs</b>							
		1) Recognize the medicinal use of drugs  2) Identify the different classes of drugs	Sec. 36. 2 pp. 956-963		Problem Solving Lab p. 957  Mini Lab 36.2 p. 959  Table 36.1		1) Reading check p. 957  <b>2) Chapter Test</b>
<b>Respiratory and Circulatory</b>							

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<b>Systems</b>							
SI-H-A3, A4 SI-H-B3 LS-H-F1, F2 LS-H-E3	SI: 6, 7, 14 LS: 32, 33, 34	1) Identify the function of the respiratory system and explain the mechanics of breathing	Sec 37.1 pp. 971-974	Activity 9 "A Closer Look at the organs, organ systems, respiratory and circulatory systems"	Problem Solving Lab 37.1		1) Thinking Critically 1-3 p. 973 2) Reading Check p. 974
<b>Blood Cells and Blood Pressure</b>							
SI-H-A3, A4 LS-H-F1, F2 LS-H-E3	SI: 6, 7 LS: 32, 33, 34	1) Distinguish among the various components of blood and among blood groups  2) Trace the route blood takes through the body and heart  3) Explain how heart rate is controlled	Sec. 37.2 pp. 975-984	Activity 10 "Blood Cells and Blood Pressure"	Problem Solving Lab 37.2	Blood pressure cuff, microscope, prepared slides of human blood	1) Label the path of blood
<b>Excretory System</b>							
SI-H-A3, A4 SI-H-B3 LS-H-F1 LS-H-E3	SI: 6, 7, 14 LS: 32, 33	1) Describe the structures and functions of the urinary system  2) Explain the kidney's role in maintaining homeostasis	Sec. 37.3	Activity 12 "The Excretory System"	Mini Lab 37.2 p. 987	Preserved frogs, prepared slides of nephrons, microscopes, diagram of kidney dialysis machine  Slides, grease pencils, droppers, simulated urine, glucose test paper, yellow food coloring, glucose, water	1) Dissection 2) Drawings of nephrons 3) <b>Chapter Test</b>
<b>The Reproductive System</b>							
SI-H-A3, A4 LS-H-F1, F2 LS-H-E3	SI: 6, 7 LS: 32, 33, 34	1) Identify the structures and functions of the male and female reproductive systems	Sec. 38.1 p. 995	Activity 13 "The Reproductive System"	Problem Solving Lab 38.1 p. 1003	Unlabeled diagrams of the human male and female reproductive systems, unfertilized chicken eggs, Petri dishes, hand lens, microscope, sea urchin, eggs	1) Quizzes 2) Evaluate Problem Solving Lab 38.1

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		2) Summarize the internal feed back control of the reproductive hormones  3) Sequence the stages of the menstrual cycle					
<b>Fertilization &amp; Implantation</b>							
LS-H-F1, F2 LS-H-E3	LS: 32, 33, 34	1) Discuss the process of fertilization and implantation  2) Summarize the events during each trimester of surgery	Sec. 38.2 pp. 1005-1011	N/A	Mini Lab 38.1 P. 1006  Mini Lab 38.2 p. 1010  Problem Solving Lab 38.2 p. 1011	Prepared slides of human egg and sperm, sea star blastula  Propane, graph as instructed  Table on p. 1011	1) Evaluate lab work  2) Quizzes  3) Graded graphs  4) Graded table
<b>Birth</b>							
LS-H-F1, F2 LS-H-E3	LS: 32, 33, 34	1) Describe the three stages of birth  2) Summarize the developmental stages of humans after they are born	Sec. 38.3 Pp 1012-1015		Investigate Bio Lab pp. 1016-1017	Scissors, heavy paper, tracing paper	1) Grade group products  2) <b>Chapter Test</b>
<b>UNIT 7: PATTERNS OF BEHAVIOR</b>							
<b>Phototropism</b>							
SI-H-A2, A6 SI-H-B4 LS-H-F3, F4	SI: 9, 15 LS: 35, 36	1) Distinguish among the types of innate behavior  2) Demonstrate by example the adaptive	Sec. 33.1 pp. 859-867	Activity 1 "Response of a Plant to Light Stimulus-Phototropism"		Seed-radish or bean, container, soil, water	1) Graded lab reports

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
		value of innate behavior					
<b>Behavior</b>							
SI-H-A1, A2, A6, A7 SI-H-B4 LS-H-F3, F4	SI: 1, 3, 4, 9, 10, 15 LS: 35, 36	1) Distinguish among the types of innate behavior  2) Demonstrate by example the adaptive value of innate behavior	Sec. 33.1 pp. 859-867	Activity 2 "Investigating Behavior"	Mini Lab 33.1 p. 860	Petri dishes, tape, black paper, isopods	1) Graded lab questions
<b>Social Structure and Behavior</b>							
SI-H-A3 LS-H-F3, F4	SI: 6 LS: 35, 36	1) Distinguish among the types of innate behavior  2) Demonstrate by example the adaptive value of innate behavior	Sec. 33.1 pp. 859-867	Activity 3 "Social Structure and Behavior"	Problem Solving Lab 33.1 p. 867	NOVA Video	1) Oral questioning
<b>Innate and Learned Behaviors</b>							
SI-H-B2 LS-H-F3, F4	SI: 12 LS: 35, 36	1) Distinguish among types of learned behavior  2) Demonstrate by example types of learned behavior	Sec. 33.2 pp. 868-873	Activity 4 "Innate and Learned Behaviors"	Investigate Bio Lab Behavior of a Snail	Graphic organizers- comparing innate and learned behaviors  Snails, droppers, scissors, probe constructed from tape, rubber band, and pencil	1) Grade work  2) Analyze and graded conclusion
<b>UNIT 8: HEALTH AND DISEASE</b>							
<b>Viruses</b>							
LS-H-G2, G4	LS: 38	1) Identify the different kinds of viruses and their structures	Sec. 18.1 pp. 475-483	N/A	Mini Lab 18.1  Problem Solving Lab 18.1	Microscope, metric ruler  Table p. 480	1) Graded questions

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
		2) Compare and contrast the replication cycles of viruses					
<b>Viruses P. II</b>							
SI-H-A4 SI-H-B1 LS-H-C7 LS-H-G2, G4	SI: 7, 11 LS: 21, 38	1) Identify the different kinds of viruses and their structures  2) Compare and contrast the replication cycles of viruses		Activity 2 "Viruses"	Challenge activity p. 479	Videos, Internet	1) Quizzes
<b>Bacteria</b>							
SI-H-A2, A6, A7 LS-H-G4	SI: 4,9,10 LS: 41	1) Compare the types of prokaryotes  2) Explain the characteristics and adaptations of bacteria  3) Evaluate the economic importance of bacteria	Sec. 18.2 pp. 484-495	Activity 1 "Bacteria"	Mini Lab 18.2  Problem Solving Lab 18.2  Biology and Society p. 498	Slides of bacteria, microscope, pencil, paper  Petri plates, nutrient agar, moist cotton swabs, marking pens, lab report handout	1) Graded Questions
<b>Kingdom Protista</b>							
LS-H-C5	LS: 19	1) Identify the characteristics of Kingdom Protista	Sec. 19.1 pp. 503-509	N/A	Problem Solving Lab 19.1	Paramecium, Yeast cells	1) Grade Problem Lab 19.1
<b>Fungi</b>							
SI-H-A1, A2, A6 SI-H-B2 LS-H-G2, G4	SI: 1,2, 3, 9, 12 LS: 38	1) Identify the basic characteristics of the Kingdom Fungi	Sec. 20.1 pp. 529-534	Activity 6 "A Look at Fungi"			1) Graded lab
<b>Koch's Postulates</b>							
LS-H-G2, G4	LS: 38	1) Outline the steps of Koch's postulates	Sec. 39.1 pp. 1023-1030		Problem Solving Lab 39.1 p. 1027  Mini Lab 39.1	Paper, pencil	1) Evaluate products

Benchmark	GLE	Objective(s)	Text Book Reference/ Resources	Mandatory Activity	Supplemental Activity	Materials	Evaluation
		2) Describe how pathogens are transmitted  3) What causes the symptoms of disease			p. 1028		
<b>Immune System</b>							
LS-H-G3	LS: 39	1) Identify the cells, tissues, and organs that make up the immune system	Sec. 39.2	Activity 3 "The Immune System"	Mini Lab 39.2 p. 1035  Investigate Bio Lab pp. 1042-1043	White Blood cells, microscope  Pictures of T & B Cells, macrophages, antibodies, antigens	1) Assess student performance
<b>Diseases</b>							
SI-H- A4 SI-H-B3 LS-H-G2, G3, G4, G5 LS-H-C7	SI: 7, 14 LS: 22, 38, 39, 41, 41	1) Identify the cells, tissues, and organs that make up the immune system	Sec. 39.2	Activity 4 "The Disease Chain"		Paper clips, bi fold and tri fold pamphlets  Pamphlets on fitness and health maintenance	1) Group activities will be monitored and assessed  2) <b>Unit Test</b>