



**Course Description**  
**Biology**  
**National (NGSS)**  
**2016-17**



## Table of Contents

**Disciplinary Core Idea: HS-LS1 From Molecules to Organisms: Structures and Processes .....4**

**From Molecules to Organisms ..... 4**

Biomolecules .....4

Origin of Biomolecules..... 5

Comparing Prokaryotic and Eukaryotic Cells..... 6

Cellular Processes ..... 7

Viruses ..... 8

The Cell Cycle.....9

Disruptions in the Cell Cycle ..... 10

Cell Differentiation ..... 11

Specialized Plant Cells..... 12

Specialized Animal Cells..... 13

**Biological Processes and Systems ..... 15**

Structural Hierarchy in Biological Systems ..... 15

Feedback Mechanisms and Homeostasis..... 17

Enzymes ..... 18

Photosynthesis and Cellular Respiration..... 20

**Disciplinary Core Idea: HS-LS2 Ecosystems: Interactions, Energy, and Dynamics .....21**

**Interdependent Relationships in Ecosystems ..... 21**

Population and Community Ecology..... 21

Microorganisms and the Environment ..... 22

Ecological Succession ..... 23

Interdependence Among Organisms ..... 24

Biological Adaptations and Survival ..... 25

Energy Flow in the Living World ..... 26



Resources and Survival ..... 27

Nutrient Cycling in the Environment ..... 28

Ecological Balance..... 29

**Disciplinary Core Idea: HS-LS3 Heredity: Inheritance and Variation of Traits.....30**

**Inheritance and Genetics ..... 30**

Molecules of Heredity..... 30

DNA Replication ..... 31

The Universal Genetic Code ..... 32

Protein Synthesis ..... 33

Gene Expression ..... 34

Mutations..... 35

Mendelian Monohybrid Crosses..... 36

Mendelian Dihybrid Crosses..... 37

Non Mendelian Genetics..... 38

Meiosis..... 39

Applied Genetics..... 40

**Disciplinary Core Idea: HS-LS4 Biological Evolution: Unity and Diversity .41**

**Organisms: Unity and Diversity..... 41**

Evidence of Common Ancestry..... 41

Fossils and Evolution..... 42

Organisms and Natural Selection ..... 43

Factors Leading to Natural Selection ..... 44

Natural Selection and Biological Diversity ..... 45

Evolutionary Mechanisms ..... 47

Cellular Evolution ..... 48

Biological Classification..... 49

Classifying Organisms ..... 50

The Six Kingdom Classification System ..... 51



## Disciplinary Core Idea: HS-LS1 From Molecules to Organisms: Structures and Processes

### From Molecules to Organisms

**Description:** Students learn that biomolecules are large molecules synthesized by living things and include proteins, carbohydrates, lipids, and nucleic acids; the theory of abiogenesis that explains the formation of first cell-like structures from simple organic molecules can be used to explain the beginnings of life on Earth; within cells, special structures are responsible for particular functions; molecules are transported in and out of cells by different mechanisms such as diffusion, osmosis, facilitated diffusion, active transport, and vesicle mediated transport; the cell cycle includes various stages including the G1, S, and G2 phases of interphase and the four stages of mitosis; multicellular organisms including plants and animals are made up of several different kinds of cells that aggregate to form tissues;

Unit 1	Biomolecules
<b>Instruction Module</b>	In this Instruction Module, students learn that biomolecules are large molecules synthesized by living things. They learn that there are four classes of biomolecules, namely proteins, carbohydrates, lipids, and nucleic acids. They learn about the structure and functions of these biomolecules and learn to compare and contrast their structures and functions.
<b>Interactivity</b>	In the Biomolecules on My Table Interactivity, students apply their understanding of biomolecules to identify the kinds of biomolecules present in different foods.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Biomolecules unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to compare characteristics of taxonomic groups, including archaeobacteria, protists, fungi, plants, and animals. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

### Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Biomolecules

Journal 2- Biomolecules

Biomatch

### Offline Activities

*In this activity, students apply their knowledge of the structure and function of biomolecules to identify images of biomolecules and match them to their descriptions.*

## Unit 2

## Origin of Biomolecules

### Instruction Module

In this Instruction Module, students are introduced to the theory of abiogenesis, which can be used to explain the evolution of life on earth. They learn about the formation of simple organic molecules and their organization into long complex molecules, which eventually aggregate to form the first cell-like structures. They also analyze and evaluate the four postulates of the abiogenesis theory.

### Interactivity

In the interactivity, students sequence the events that ultimately led to the origin of life on Earth, as postulated by the theory of abiogenesis.

### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Origin of Biomolecules unit.

### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to analyze and evaluate the evidence regarding formation of simple organic molecules. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.</p>
<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Origin of Biomolecules.</p> <p>Journal – Origin of Biomolecules: Theories vs. Hypotheses.</p>
<b>Unit 3</b>	<b>Comparing Prokaryotic and Eukaryotic Cells</b>
<b>Instruction Module</b>	<p>The Instruction Module, in this unit presents content that guides students to identify and recognize the similarities and differences between prokaryotic and eukaryotic cells. Students learn that one of the main differences between prokaryotic and eukaryotic cells is the presence of a nucleus and other membrane-bound organelles in eukaryotic cells that is absent in prokaryotic cells.</p>
<b>Interactivity</b>	<p>In the Virtual Cell Tour and Identify and Classify! Interactivities, students can take a virtual tour of prokaryotic and eukaryotic cells to review cell parts and their functions. They can also observe and classify a variety of different cells as either prokaryotic or eukaryotic based on observable characteristics.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Prokaryotic and Eukaryotic Cells unit.</p>
<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>



## Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to know when comparing and contrasting prokaryotic and eukaryotic cells. When complete, students can use this guide as a study guide, and teachers can use it as an assessment piece.

## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Comparing Prokaryotic and Eukaryotic Cells.

## Offline Activity

Comparing and Contrasting Prokaryotic and Eukaryotic Cells Venn Diagram Activity

*Students compare and contrast the characteristics of prokaryotic and eukaryotic cells as they apply acquired knowledge to complete a Venn diagram.*

## Unit 4

## Cellular Processes

## Instruction Module

The Instruction Module, in this unit presents content that addresses different cellular processes, such as energy conversions, the synthesis and transport of molecules, and maintaining homeostasis. Students learn about the different mechanisms by which molecules are transported into and out of a cell, including diffusion, osmosis, facilitated diffusion, active transport, and vesicle mediated transport, such as endocytosis and exocytosis.

## Interactivity

The Cell It! Interactivity provides students with an opportunity to apply knowledge as they compare and contrast active and passive cellular transport mechanisms to complete a Venn diagram. They also apply their understanding of transport mechanisms to observe and identify the type of transport mechanism being used by a cell.

## Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as a checks-for-understanding of the concepts presented in the Cellular Processes unit.

## Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to explain cellular processes, including homeostasis, energy conversions, transport of molecules, and synthesis of new molecules. When complete, students can use this guide as a study guide, and teachers can use it as an assessment piece.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts. Journal – Cellular Processes Journal 2 – Cellular Processes
<b>Offline Activity</b>	Cellular Processes: Homeostasis <i>In this activity, students investigate osmosis as a process that helps cells maintain homeostasis internally despite changing external conditions.</i>
<b>Unit 5</b>	<b>Viruses</b>
<b>Instruction Module</b>	In this Instruction Module, students learn why viruses are considered non-living. They compare and contrast viruses to prokaryotic and eukaryotic cells. They also learn about the two types of viral reproductive cycles – the lytic and the lysogenic cycles. They understand how viruses cause diseases, such as influenza and AIDS, and how the unique characteristics of viruses can be used to our benefit in gene therapy.
<b>Interactivity</b>	The Virus Attack Interactivity, allows students to apply their knowledge of the lytic cycle as they construct a diagram to show the stages in the lytic reproductive cycle of a virus.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Viruses unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential when comparing the structures of viruses to cells, when describing viral reproduction, when describing the role of viruses in causing certain diseases and in understanding that the characteristics that make viruses unique can be used to our benefit in gene therapy. When complete, students can use this guide as a study guide, and teachers can use it as an assessment piece.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts. Journal – Viruses Journal 2– Viruses.
<b>Offline Activity</b>	Viruses Making News <i>In this activity, students use their knowledge and understanding of viruses and scientific evidence to evaluate the use of antiviral medications used to prevent an influenza outbreak.</i>
<b>Unit 6</b>	<b>The Cell Cycle</b>
<b>Instruction Module</b>	In this Instruction Module students are introduced to the different phases of the cell cycle, including the G1, S (DNA replication), and G2 phases of interphase and the four stages of mitosis – prophase, metaphase, anaphase, and telophase. Students are also able to witness the importance of the cell cycle to the growth of organisms.
<b>Simulation</b>	In the Onion Cry'sis Simulation, students first simulate how to focus a compound microscope to view a slide, as a review. Then, they perform a virtual scientific method lab activity where they use a virtual microscope to observe a slide of an onion root tip and identify the cell cycle stage each cell is in. Students analyze the data collected to draw a conclusion to solve the question presented in the beginning of the activity.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Cell Cycle unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



## Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to know when describing the stages of the cell cycle, including DNA replication, mitosis, and the importance of the cell cycle to the growth of organisms. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Cell Cycle

Journal – Evaluating Models.

## Offline Activity

Describing Stages in the Cell Cycle

*In this activity, students apply knowledge of the cell cycle as they sequence and describe the different phases of the cell cycle, including the S phase where DNA replication occurs.*

## Unit 7

### Disruptions in the Cell Cycle

## Instruction Module

In this Instruction Module students learn about the importance of the different phases of the cell cycle of eukaryotic cells. They are introduced to the major checkpoints and proteins that regulate the cell cycle. They also identify the consequences of defects in the cell cycle.

## Interactivity

In the Disruptions in the Cell Cycle Interactivity, students engage in the practical application of knowledge as they sequence images to show how disruption in the cell cycle can lead to the development of lung cancer.

## Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Disruptions in the Cell Cycle unit.

## Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students’ attention on information that is essential for recognizing that disruptions of the cell cycle can lead to certain diseases such as cancer. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Disruptions in the Cell Cycle.
<b>Offline Activity</b>	<p>Selecting the Best Sunscreen</p> <p><i>In this activity, students will apply knowledge of how disruptions in the cell cycle can lead to diseases, such as skin cancer. Students will use information about the risks associated with UV exposure and the information provided about ingredients and directions for application found on sunscreen product labels to infer, evaluate and record a list of essential criteria to consider when choosing a sunscreen product.</i></p>
<b>Unit 8</b>	<b>Cell Differentiation</b>
<b>Instruction Module</b>	In this Instruction Module students are introduced to the role of gene expression in cellular diversity and complexity in multicellular organisms. Students also learn about the effects environmental factors, such as temperature, light, radiation, and exposure to chemicals, can have on cell differentiation.
<b>Simulation</b>	The Nile River Crocodiles Simulation enables students to conduct a virtual scientific method experimental investigation to observe the effect the environmental factor, temperature, has in determining the sex of Nile River crocodiles.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Cell Differentiation unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



## Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to understand how environmental factors can affect cell differentiation. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – miRNA and Cell Differentiation.

## Offline Activity

Cell Differentiation and lincRNA

*In this activity, students research lincRNA using online resources to briefly summarize the history of the discovery of lincRNAs and the role they play in cell differentiation.*

## Unit 9

### Specialized Plant Cells

## Instruction Module

In this Instruction Module, students learn that multicellular plants are made up of several different kinds of cells that interconnect to form tissues. They learn that a plant is composed of the root system, consisting of the roots, and the shoot system that includes the leaves, the stem, and the flowers. Students learn how to identify and to describe the structure and function of the cells that make up different parts of a leaf, the stem, and the roots.

## Interactivity

In the Plant Cells Interactivity, students apply their knowledge of specialized plant cells to identify different types of plant cells in a leaf and then review their structure and unique functions.

## Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Specialized Plant Cells unit.

## Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to know when examining specialized cells, including the roots, stems, and leaves of plants. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts. Journal – Specialized Plant Cells Journal 2– Specialized Plant Cells.
<b>Offline Activity</b>	Plant's Special Cells <i>In this activity, students use plant cell cards to identify specialized plant cells, the tissues they form and their functions.</i>
<b>Unit 10</b>	<b>Specialized Animal Cells</b>
<b>Instruction Module</b>	In this Instruction Module students learn that multicellular animals are made up of different types of cells that interconnect to form tissues. They learn that all the different types of cells form from embryonic cells. They also learn about the unique structure and functions of red blood cells, white blood cells, and platelets found in blood, epithelial cells found in skin, and of the cells found in skeletal muscle, smooth muscle, and cardiac muscle.
<b>Interactivity</b>	In the Specialized Animal Cells Interactivity, students apply knowledge of specialized animal cells to identify different types of specialized cells and then match their structures to their functions.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Specialized Animal Cells unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



## Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to know when examining specialized cells, including animal cells such as blood, muscle, and epithelium. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Specialized Animal Cells  
Journal 2 – Specialized Animal Cells

## Offline Activity

### An Animal Cell Up Close

*In this activity, students use an electron micrograph of a liver cell to identify the visible parts of the cell. Students then apply their knowledge of specialized animal cells to compare/ contrast the liver cell to other types of specialized animal cells.*



## Biological Processes and Systems

**Description:** Students will learn that multicellular organisms have a hierarchical structural organization; feedback mechanisms maintain a living system's internal conditions within certain limits, allowing it to remain alive and functional even as external conditions change within some range; the process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen; cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can provide energy for other life processes.

### Unit 1

### Structural Hierarchy in Biological Systems

#### Instruction Module

In this Instruction Module, students are introduced to the various levels of organization in living systems including cell, tissue, organ, organ system, and organism. They identify and describe the interactions between the systems involved in regulation, nutrient absorption, reproduction, and defense in animals. They identify and describe the interactions between the systems involved in transport, reproduction, and responses in plants.

#### Interactivity

In the Organ Systems Interactivity, students identify the different organ systems that interact to perform a specific function.

#### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Structural Hierarchy in Biological Systems unit.

#### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

#### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary to describe interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals, and functions of transport, reproduction, and response in plants; and to information that is necessary to analyze the levels of organization in biological systems, to relate the levels to each other and to the whole system. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.



<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Structural Hierarchy in Biological Systems</p>
<b>Offline Activity</b>	<p>Interaction of Transport and Response Systems in Plants Students plan and implement a comparative investigation to determine how plant systems interact when exposed to certain stimuli.</p>
<b>Offline Activity</b>	<p>Organ System Interactions in Animal Reproduction In this student activity, students use information from the Instruction Module to describe the interactions that occur among organ systems in animals that aid reproduction.</p>
<b>Offline Activity</b>	<p>Full Body Medical Scans In this activity, students conduct basic research the pros and con of the promotion of full body CT scans as a preventative medical service.</p>
<b>Offline Activity</b>	<p>Organ System Interactions Research Project <i>Students research an animal that is oviparous and use the information gained to describe how the interactions of systems involved in animal reproduction in egg-laying animals differ from those in animals that give birth to live young ones.</i></p>



<b>Unit 2</b>	<b>Feedback Mechanisms and Homeostasis</b>
<b>Instruction Module</b>	In this Instruction Module, students learn how internal feedback mechanisms, such as negative and positive feedback mechanisms help to maintain homeostasis. They also learn to compare and contrast negative and positive feedback mechanisms.
<b>Interactivity</b>	In the Balance the Blood Sugar! Interactivity, students identify how the negative feedback mechanism responsible for maintaining normal blood sugar levels, responds to elevated and decreased sugar levels in the blood.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Feedback Mechanisms and Homeostasis unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to describe the role of internal feedback mechanisms in the maintenance of homeostasis. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal - Feedback Mechanisms and Homeostasis  Journal 2 - Feedback Mechanisms and Homeostasis



## Homeostasis: A Descriptive Investigation

### Offline Activity

*In this activity, students plan and implement a descriptive investigation to determine how a runner's respiratory system (breathing) and circulatory system (heart rate) work together to regulate and maintain homeostasis.*

## Unit 3

### Enzymes

### Instruction Module

In this Instruction Module, students learn that enzymes are biological catalysts that speed up biochemical reactions. They learn how enzymes work to speed up reactions. They also learn to analyze and evaluate the effects of different environmental factors such as temperature and pH, and of chemicals such as cofactors and inhibitors, on enzyme activity.

### Interactivity

In the Interactivity, students apply their understanding of how enzymes work to identify indicated components of different enzyme catalyzed reactions.

### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Enzymes unit.

### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to identify and describe the role of enzymes. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

### Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Enzymes.

Journal 2 – Enzymes.



## Offline Activity

### Temperature's Effect on Enzyme-Catalyzed Reactions

*Students work in collaborative groups to plan and implement an experimental investigation to determine the effect of temperature change on the rate of an enzyme-catalyzed reaction.*



<b>Unit 4</b>	<b>Photosynthesis and Cellular Respiration</b>
<b>Instruction Module</b>	In this Instruction Module, students learn that photosynthesis and cellular respiration are complex and important life processes. They learn about the different steps in these processes and compare them in terms of their reactants, products, and energy usage.
<b>Interactivity</b>	In the Photosynthesis and Cellular Respiration Interactivity, students apply their understanding of the relationship between photosynthesis and cellular respiration to complete a schematic diagram showing the relationship between the two.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Photosynthesis and Cellular Respiration unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to compare the reactants and products of photosynthesis and cellular respiration in terms of energy and matter. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Photosynthesis and Cellular Respiration.



## Disciplinary Core Idea: HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

### Interdependent Relationships in Ecosystems

**Description:** Students will learn that a complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions; extreme fluctuations in conditions can challenge this stability; plants or algae form the lowest level of food webs; only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy; the chemical elements that make up the molecules of organisms pass through food webs and are cycled through the environment.

#### Unit 1

#### Population and Community Ecology

##### Instruction Module

In this Instruction Module students analyze and evaluate how population sizes are limited by different abiotic and biotic factors.

##### Simulation

In the Pond Watch Simulation, students explore how changing the biotic and abiotic factors affects populations in the ecosystem. Students observe, identify, manipulate and record the effects on a pond ecosystem of varying both of abiotic and biotic limiting factors.

##### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Population and Community Ecology unit.

##### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

##### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to investigate and analyze how organisms, populations, and communities respond to external factors. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.



<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Population and Community Ecology.</p>
<b>Unit 2</b>	<b>Microorganisms and the Environment</b>
<b>Instruction Module</b>	<p>In this Instruction Module, students recognize the role of microorganisms in maintaining ecosystem stability. They learn about decomposition, nutrient cycling, and symbiosis. They also learn to describe how microorganisms can cause disruptive changes in both individual organisms and ecosystems.</p>
<b>Interactivity</b>	<p>In the Microbial Colonies in You Interactivity, students identify the different parts of the human body that are normally inhabited by microorganisms.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Microorganisms and the Environment unit.</p>
<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>
<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to summarize the role of microorganisms in maintaining and disrupting the health of organisms and ecosystems. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.</p>
<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Microorganisms and the Environment.</p>



**Offline Activity** Using Critical Thinking to Make Inferences  
Students will draw inferences based on data related to promotional materials for products.

## Unit 3

### Ecological Succession

#### Instruction Module

In this Instruction Module, students are introduced to the key concepts of ecological succession, namely, primary succession, secondary succession, and climax community. They understand and describe how primary and secondary succession can alter ecosystems.

#### Interactivity

In the What Came First? Interactivity, students select various species to colonize an area destroyed by a forest fire and observe the stages of ecological succession.

#### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Ecological Succession unit.

#### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

#### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to describe how events that occur during ecological succession can change populations. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

#### Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Ecological Succession.



<b>Unit 4</b>	<b>Interdependence Among Organisms</b>
<b>Instruction Module</b>	In this Instruction Module, students learn that organisms interact with one another for various resources. They learn that interactions between two organisms in an ecosystem can either be competitive or symbiotic. They learn that symbiotic interactions include commensalism, mutualism and parasitism. They also learn to identify which organism is benefited, harmed, or remains unaffected in each type of interaction.
<b>Interactivity</b>	In the Interactions Interactivity, students apply their understanding of the interactions between organisms to identify the different types of interactions. They also recognize the effects of the interactions on each of the organisms.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Interdependence Among Organisms unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to interpret and describe relationships, including predation, parasitism, commensalism, mutualism, and competition among organisms. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal 1– Interdependence Among Organisms. Journal 2 – Interdependence among Organisms



<b>Unit 5</b>	<b>Biological Adaptations and Survival</b>
<b>Instruction Module</b>	In this Instruction Module, students understand that adaptations are traits that help organisms survive in their environments and that adaptations can be structural, physiological, or behavioral. They learn to describe the adaptations of organisms living in different kinds of environments.
<b>Simulation</b>	In the Effects of Fur Color on Marmot Survival simulation, students explore the effects of fur color on marmot survival.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Biological Adaptations and Survival unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to compare variations and adaptations of organisms in different ecosystems. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Biological Adaptations and Survival.



Unit 6	Energy Flow in the Living World
<b>Instruction Module</b>	In this Instruction Module, students learn that organisms in an ecosystem depend on each other for nutrients and energy. They analyze and evaluate the energy relationships between different organisms in an ecosystem using food chains, food webs, and energy pyramids. They also learn that although matter can be recycled between the different components of an ecosystem, the flow of energy is unidirectional.
<b>Interactivity</b>	In the Marine Energy Pyramid Interactivity, students identify the different levels of an energy pyramid for a marine ecosystem. They also identify the organisms that occupy each level in the energy pyramid, from a given list of organisms.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Energy Flow in the Living World unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to analyze and explain the flow of matter and energy through trophic levels using various models, including food chains, food webs, and ecological pyramids. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Energy Flow in the Living World.
<b>Offline Activity</b>	Energy Pyramid <i>In this activity, students use the terms provided to complete a graphic of an energy pyramid model while analyzing the flow of energy through the different trophic levels of an ecological pyramid.</i>



Unit 7	Resources and Survival
<b>Instruction Module</b>	In this Instruction Module, students learn about limiting factors or resources that are scarce, and understand how limiting factors affect population sizes of organisms in different ecosystems. They also learn to analyze and evaluate how human activity can cause changes in ecosystems and impact biotic and abiotic resources.
<b>Interactivity</b>	In the Pesticide Pond Interactivity, students apply their understanding of the factors affecting population sizes of different organisms to identify the effects of pesticides on the populations of organisms in a pond ecosystem.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Resources and Survival unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to recognize that long-term survival of species is dependent on changing resource bases that are limited. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Resources and Survival.  Journal 2 – Resources and Survival.



Unit 8	Nutrient Cycling in the Environment
<b>Instruction Module</b>	In this Instruction Module, students understand the importance of nutrient cycling. They learn about the nitrogen and carbon cycles, which describe how nutrients such as nitrogen and carbon are cycled through the environment. They learn to explain the consequences of disrupting these cycles.
<b>Interactivity</b>	In this interactivity, students identify the factors that are involved in the different stages of the nitrogen cycle.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Nutrient Cycling in the Environment unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to describe the flow of matter through the carbon and nitrogen cycles and to explain the consequences of disrupting these cycles. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Nutrient Cycling in the Environment.
<b>Offline Activity</b>	Nutrient Cycling and the Environment Experimental Investigation <i>Students apply process skills and knowledge of the nutrient cycles to plan and implement an experimental investigation. Students investigate how to best prevent the consequences from excess nutrients entering water ecosystems when artificial fertilizer is added to soil for growing crops.</i>



Unit 9	Ecological Balance
<b>Instruction Module</b>	In this Instruction Module, students understand how the interactions between biotic and abiotic components can lead to stability within an ecosystem. They describe how environmental changes can affect ecosystem stability.
<b>Interactivity</b>	In The Water Works! interactivity, students identify the ecological impacts of different types of water resource facilities.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Ecological Balance unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to describe how environmental change can impact ecosystem stability. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Ecological Balance.
<b>Offline Activity</b>	Gaia Hypothesis: Impact of Scientific Research <i>In this activity, students research the Gaia Hypothesis and evaluate the impact of this scientific research on society and the environment.</i>



## Disciplinary Core Idea: HS-LS3 Heredity: Inheritance and Variation of Traits

### Inheritance and Genetics

**Description:** Students will learn that all cells contain genetic information in the form of DNA molecules; genes are regions in the DNA that contain the instructions that code for the formation of proteins; gene expression may be regulated in different ways; chromosomes can sometimes swap sections during the process of meiosis thereby creating new genetic combinations resulting in genetic variation; errors during DNA replication result in mutations, which are also a source of genetic variation.

#### Unit 1

#### Molecules of Heredity

##### Instruction Module

This Instruction Module presents information about the components of DNA and RNA molecules. Students learn how DNA and RNA molecules are structured and identify and compare the components of DNA and RNA nucleotides. They can also access additional information on the scientists and experiments that established DNA as the molecule of heredity.

##### Interactivity

In the Molecules of Heredity Interactivity, students apply their knowledge of the components of DNA and RNA molecules and nucleotides to construct molecules of DNA and RNA.

##### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Molecules of Heredity unit.

##### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

##### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus student’s attention on information that is essential to identifying the components of DNA and RNA molecules. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.



<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Molecules of Heredity.</p>
<b>Offline Activity</b>	<p>DNA Research Timeline</p> <p><i>In this activity, students research and describe the contributions of various scientists in the discovery of DNA and its role in the study of genetics. Students use the information from their research to create a DNA Timeline. Once complete, students will use their timelines to evaluate the impact of this line of scientific research on society and the environment.</i></p>
<b>Unit 2</b>	<b>DNA Replication</b>
<b>Instruction Module</b>	<p>In this Instruction Module, students learn that segments of DNA, called genes, store all the information that controls the different traits of an organism. They learn how DNA is replicated and recognize the different steps of DNA replication. They also learn that DNA replication is semi-conservative and that each daughter DNA molecule consists of one original strand from the parent DNA and one newly synthesized strand.</p>
<b>Interactivity</b>	<p>In the DNA Replication Interactivity, students apply their knowledge of DNA replication to identify the enzymes required during the different stages of the process.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the DNA Replication unit.</p>
<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>
<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus student's attention on information that is essential to describe the process of DNA replication. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.</p>



<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – DNA Replication. Journal 2 – DNA Replication</p>
<b>Unit 3</b>	<b>The Universal Genetic Code</b>
<b>Instruction Module</b>	<p>In this Instruction Module, students learn that the genetic code is nearly universal in the biological world. They also learn how this universality can be used for agricultural, industrial, and medical benefits.</p>
<b>Simulation</b>	<p>The Help the Hospital! Simulation allows students to apply knowledge of the universal genetic code as they use DNA from a pancreatic cell and a bacterium to produce insulin through recombinant DNA technology. It emphasizes the universality of the genetic code and how it can be utilized to manufacture insulin for diabetic patients.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in The Universal Genetic Code unit.</p>
<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>
<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to recognize that the components that make up the genetic code are common to all organisms. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.</p>
<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Universal Genetic Code. Journal – Universal Genetic Code Lab Simulation.</p>



## Offline Activity

Drawing Inferences from Promotional Materials for Services  
*Students use critical thinking and draw inferences based on data related to promotional materials for services.*

## Unit 4

### Protein Synthesis

## Instruction Module

In this Instruction Module, students learn how information stored in a gene is used to make a specific protein. They learn that transcription and translation are the two stages in the synthesis of a polypeptide chain that is then packaged into the corresponding protein. Detailed models of DNA and RNA are used to help explain the process and the purpose of transcription and translation.

## Interactivity

In the Transcription and Translation Interactivity, students apply their understanding of the complementary base pairing rule between DNA and RNA nucleotide bases to choose the correct product in each stage of transcription and translation to produce a completed protein. They also use a codon amino acid chart to identify the amino acid that an mRNA codon codes for.

## Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Protein Synthesis unit.

## Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

## Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus student's attention on information that is essential to explain the purpose and process of transcription and translation. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Protein Synthesis.  
Journal 2 – Protein Synthesis



<b>Offline Activity</b>	Protein Synthesis Concept Map <i>In this activity, students use key terms to complete a concept map of the process of protein synthesis.</i>
<b>Unit 5</b>	<b>Gene Expression</b>
<b>Instruction Module</b>	In this Instruction Module, students are introduced to the concept of gene expression in which genetic information is used to synthesize proteins, and recognize that gene expression is a regulated process. They also learn how genes are expressed in prokaryotic cells and in eukaryotic cells.
<b>Simulation</b>	In the Switch On, Switch Off Simulation, students conduct a virtual experimental investigation to determine whether the lactose and tryptophan operons in E. coli bacteria are switched on or off when exposed to different solutions.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Gene Expression unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to recognize that gene expression is a regulated process. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Gene Expression.



Unit 6	Mutations
<b>Instruction Module</b>	In this Instruction Module, students learn that mutations are nucleotide base sequence errors that can affect single or multiple genes. They learn that mutations can either be gene mutations or chromosomal mutations as they learn to identify and describe the different kinds of gene and chromosomal mutations. They also learn about the beneficial and harmful effects of different mutations.
<b>Interactivity</b>	In this Interactivity, students apply their understanding of the different types of mutations to identify the type of mutation that is occurring and the resulting effects.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Mutations unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to identify changes in DNA and evaluate the significance of these changes. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Offline Activity</b>	Letter Mutations <i>In this activity, students apply their knowledge of nitrogenous base codes by using an RNA code chart to construct words instead of amino acids.</i>



Unit 7	Mendelian Monohybrid Crosses
<b>Instruction Module</b>	In this Instruction Module, students understand that traits are inheritable features. They study monohybrid crosses, first performed by Gregor Mendel, to study the pattern of inheritance of a single trait. They also learn how to predict possible outcomes of different monohybrid crosses using Punnett squares.
<b>Interactivity</b>	In the Going Batty Over Punnett Squares Interactivity, students use Punnett square crosses and knowledge of dominant and recessive traits to determine the genotype for a given bat trait.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Mendelian Monohybrid Crosses unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to predict possible outcomes of various genetic combinations, including monohybrid crosses. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Mendelian Monohybrid Crosses.
<b>Offline Activity</b>	Mendelian Monohybrid and Dihybrid Crosses <i>In this activity, students complete monohybrid crosses using Punnett squares to predict possible outcomes.</i>



<b>Unit 8</b>	<b>Mendelian Dihybrid Crosses</b>
<b>Instruction Module</b>	In this Instruction Module students study Mendelian dihybrid crosses, or crosses performed by Gregor Mendel to study the simultaneous inheritance patterns of two traits. They also learn to predict the possible outcomes of dihybrid crosses using Punnett squares.
<b>Interactivity</b>	In the Punnett Squares Interactivity, students perform dihybrid crosses to investigate the simultaneous inheritance pattern of two different traits.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Mendelian Dihybrid Crosses unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to predict possible outcomes of various genetic combinations, including dihybrid crosses. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Mendelian Dihybrid Crosses.



Unit 9	Non Mendelian Genetics
<b>Instruction Module</b>	In this Instruction Module, students recognize that there are many traits that do not follow Mendel’s laws of inheritance. They understand how and why non-Mendelian inheritance is different from Mendelian inheritance. They learn about the concepts of incomplete dominance, codominance, multiple allele inheritance, gene linkage, polygenic inheritance and sex linked inheritance.
<b>Interactivity</b>	In the Crossing Over Interactivity, students observe the process of crossing over that occurs during meiosis and determine how the location of linked genes affects inheritance patterns.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Non-Mendelian Genetics unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students’ attention on information that is essential to explain non-Mendelian inheritance. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Non-Mendelian Genetics.
<b>Offline Activity</b>	Non-Mendelian Crosses <i>This activity requires students to apply knowledge of predicting possible outcomes of various gene combinations using Non-mendelian crosses to make the predictions.</i>



<b>Unit 10</b>	<b>Meiosis</b>
<b>Instruction Module</b>	In this Instruction Module, students learn that meiosis results in the formation of sex cells or gametes, involved in sexual reproduction. They learn to describe the different stages of meiosis and recognize the significance of meiosis and sexual reproduction in increasing genetic variation.
<b>Interactivity</b>	In the Phase Off! Interactivity, students apply knowledge of meiosis to observe cells and identify the stage of meiosis the cell is in.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to recognize and explain the significance of meiosis in sexual reproduction. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Meiosis. Journal 2 – Meiosis



Unit 11	Applied Genetics
<b>Instruction Module</b>	In this Instruction Module, students are introduced to methods and uses of DNA fingerprinting, including gel electrophoresis and Southern blotting. Students understand how a karyotype is used to classify and compare chromosomes. They describe some recombinant DNA techniques and explain how they are used.
<b>Interactivity</b>	In the Who Done It? Interactivity, students sequence the steps of DNA fingerprinting and use the resulting DNA fingerprints to identify the suspect who committed the crime.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Applied Genetics unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to describe how techniques such as DNA fingerprinting, genetic modifications, and chromosomal analysis are used to study the genomes of organisms. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Applied Genetics.



## Disciplinary Core Idea: HS-LS4 Biological Evolution: Unity and Diversity

### Organisms: Unity and Diversity

**Description:** Students will learn that genetic information, similarities and differences in amino acid sequences, embryological similarities, and fossils provide evidence of common ancestry and evolution; variation of individuals in a species, competition for limited resources, changing environments, and the potential for reproduction are some of the factors that influence natural selection; natural selection leads to a population dominated by organisms that are well suited to survive and reproduce in a specific environment, and has resulted in biodiversity; modern-day classification systems reflect the evolution of groups of organisms that have descended from common ancestors.

### Unit 1

### Evidence of Common Ancestry

#### Instruction Module

In this Instruction Module, students learn that the evolutionary theory can be used to explain the relationships between organisms. They analyze and evaluate anatomical, biogeographical, embryological, and molecular evidence for common ancestry.

#### Interactivity

In the Create a Cladogram Interactivity, students compare the amino acid sequences in a section of the cytochrome-c protein, of four different organisms with that of a human and construct a cladogram.

#### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Evidence of Common Ancestry unit.

#### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

#### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to analyze and evaluate how evidence of common ancestry among groups is provided by the use of the fossil record, biogeography, comparative anatomy, embryology, and molecular biology. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.



<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Evidence of Common Ancestry. Journal - Evidence of Common Ancestry and Biogeography</p>
<b>Offline Activity</b>	<p>Evidence of Common Ancestry- Evidence Provided by Homologies Students <i>observe, analyze, and evaluate drawings of homologous structures of 3 different mammals for evidence of common ancestry.</i></p>
<b>Offline Activity</b>	<p>Hypotheses vs. Theories <i>Students compare and contrast hypotheses and theories and use information that distinguishes hypotheses from theories to complete a Venn diagram.</i></p>
<b>Unit 2</b>	<b>Fossils and Evolution</b>
<b>Instruction Module</b>	<p>In this Instruction Module, students understand that all the fossils, along with the information about the rock layers they are found in, make up the fossil record. They analyze different scientific explanations for sudden appearance, stasis, and sequential nature of groups in existing fossil records.</p>
<b>Interactivity</b>	<p>In the Layer 'n Record Interactivity, students observe and predict how different geological factors affect fossilization.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Fossils and Evolution unit.</p>
<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>



## Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is essential to know when analyzing and evaluating scientific explanations concerning any data of sudden appearance, stasis, and sequential nature of groups in the fossil record. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.

## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Fossils and Evolution.

Journal – The Fossil Record: Gradualism vs. Punctuated Equilibrium.

## Unit 3

### Organisms and Natural Selection

## Instruction Module

In this Instruction Module, students understand the process of natural selection. They identify traits in individuals and compare variants within a population. They observe and analyze how natural selection can bring about change in a population over time.

## Simulation

In the Modeling Bacterial Drug Resistance Simulation, students model the effect of natural selection in the development of penicillin resistance in a sample bacterial population.

## Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Organisms and Natural Selection unit.

## Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.



<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students’ attention on information that needed in order to analyze and evaluate how natural selection produces changes in populations and not individuals. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Organisms and Natural Selection.
<b>Offline Activity</b>	Drug Resistant Bacteria <i>Students analyze and evaluate how natural selection produces change in populations, not individuals.</i>
<b>Unit 4</b>	<b>Factors Leading to Natural Selection</b>
<b>Instruction Module</b>	In this Instruction Module, students understand that natural selection is a process. They identify and describe the factors that can lead to natural selection such as genetic variation in a population, finite supply of resources, and the potential of a population to produce more offspring than can survive. They also learn to describe the effects of natural selection on reproductive success.
<b>Simulation</b>	In the Food for Finches simulation, students investigate how environmental factors, such as availability of different food sources, can cause natural selection to act on traits, such as beak size and shape, and change the predominant phenotypes in a population over time.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Factors Leading to Natural Selection unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students’ attention on information that is needed in order to analyze and evaluate how the elements of natural selection, including genetic variation, potential to produce more offspring than can survive, and a finite supply of



environmental resources, result in differential reproductive success. When complete, this can be used as a study guide and an assessment tool.

<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Factors Leading to Natural Selection.</p> <p>Journal – Natural Selection and Reproductive Success.</p>
<b>Unit 5</b>	<b>Natural Selection and Biological Diversity</b>
<b>Instruction Module</b>	<p>In this Instruction Module, students understand the relationship between natural selection and adaptation. They explain how natural selection, over time, can lead to the formation of new species. They recognize that speciation can occur as a result of reproductive isolation of different populations.</p>
<b>Interactivity</b>	<p>In the Reproductive Isolation and Speciation Interactivity, students observe the different mechanisms of reproductive isolation and identify them. They identify the mode of speciation that occurs as a result of reproductive isolation.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Natural Selection and Biodiversity unit.</p>
<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>
<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is needed in order to analyze and evaluate the relationship of natural selection to adaptation and to the development of diversity in and among species. When complete, this can be used as a study guide and an assessment tool.</p>



## Journal Entry

The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.

Journal – Natural Selection and Biological Diversity.

Journal – Adaptive Radiation and Biodiversity.



<b>Unit 6</b>	<b>Evolutionary Mechanisms</b>
<b>Instruction Module</b>	In this Instruction Module, students analyze and evaluate the effects of evolutionary mechanisms other than natural selection, such as genetic drift, gene flow, mutation, recombination, and non-random mating, on populations of organisms.
<b>Interactivity</b>	In the What's the Mechanism? Interactivity, students observe images representing different evolutionary mechanisms and identify the relevant evolutionary mechanism associated with each image. They identify the evolutionary processes of gene flow, genetic drift, mutation, bottleneck, and founder effect.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Evolutionary Mechanisms unit.
<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information needed in order to analyze and evaluate the effects of other evolutionary mechanisms, including genetic drift, gene flow, mutation, and recombination. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Evolutionary Mechanisms Journal 2 - Evolutionary Mechanisms



## Offline Activities

### 1) Analyzing and Evaluating the Effects of Genetic Drift and Recombination

After viewing the instruction module Evolutionary Mechanisms, students will research and then analyze and evaluate the effects of the evolutionary mechanisms of genetic drift and recombination.

### 2) Analyzing and Evaluating the Effects of Genetic Drift

In this activity, students analyze and evaluate the effect of genetic drift as an evolutionary mechanism on a population of beetles.

### 3) Analyzing and Evaluating the Effects of Recombination

In this activity, students will analyze and evaluate the effects of recombination as an evolutionary mechanism in the variation of traits between siblings who have the same parents.

## Unit 7

### Cellular Evolution

#### Instruction Module

In this Instruction Module, students understand that the endosymbiotic theory explains the evolution of complex eukaryotes from simple symbiotic prokaryotic communities.

#### Interactivity

In the Endosymbiotic Theory Interactivity, students label the parts of a symbiotic bacterial community and understand how the different components interact by labeling the links between them.

#### Quiz

This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Cellular Evolution unit.

#### Glossary

The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.

#### Note-taking Guide

The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to analyze and evaluate scientific explanations concerning the complexity of the cell. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.



<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Cellular Evolution.</p> <p>Journal – Evidence of Endosymbiotic Theory.</p>
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<b>Offline Activities</b>	<p>1) The History of Biology Students use the internet and other resources to research and describe the history of biology and the contributions of scientists from the early 19th century. They use the information to create a timeline that describes the history of biology and the contributions of scientists in chronological order.</p> <p>2) Endosymbiotic Hypothesis and Theory <i>Students learn about the development of the Endosymbiotic Theory from a hypothesis and use this information to distinguish the relationship between hypotheses and theories by creating an analogy.</i></p>
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<b>Unit 8</b>	<b>Biological Classification</b>
<b>Content covered</b>	In this Instruction Module, students are introduced to the concept of taxonomy. They compare old and current taxonomic systems, and explain why a globally standardized system is necessary and important to the scientific community.
<b>Interactivity</b>	In the Interactivity, students perform a hierarchical sorting of 8 alien organisms based on physical characteristics. They decide which characteristic best sorts the organisms into groups during each sorting stage.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Biological Classification unit.



<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>
<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to compare old and current taxonomic systems and recognize the importance of a standardized taxonomic system to the scientific community. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.</p>
<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – Biological Classification.</p> <p>Journal – Importance of a Standardized Taxonomic System.</p>
<b>Offline Activities</b>	<p>El Chupacabra: A New Species or Just An Urban Legend? <i>Students examine scientific evidence to determine whether a new species has been discovered.</i></p>
<b>Unit 9</b>	<b>Classifying Organisms</b>
<b>Instruction Module</b>	<p>In this Instruction Module, students learn that the hierarchical system of classification groups organisms into smaller and smaller categories based on increasing similarities in their physical characteristics. They learn that the hierarchical classification also helps to understand the evolutionary relationships between organisms. They also learn that scientists use tools called dichotomous keys to identify and classify organisms at different levels.</p>
<b>Interactivity</b>	<p>In the Classifi-key-tion of Organisms Interactivity, students apply their understanding of the hierarchical system of classification to group organisms into smaller and smaller categories. They also apply their understanding of how a dichotomous key is used, to identify the order to which four different mammals belong.</p>
<b>Quiz</b>	<p>This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in the Classifying Organisms unit.</p>



<b>Glossary</b>	The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.
<b>Note-taking Guide</b>	The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to categorize organisms using a hierarchical classification system based on similarities and differences shared among groups. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.
<b>Journal Entry</b>	The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.  Journal – Classifying Organisms. Journal 2 – Classifying Organisms
<b>Offline Activities</b>	Design a Dichotomous Key <i>Students design a dichotomous key to classify eight different organisms.</i>
<b>Unit 10</b>	<b>The Six Kingdom Classification System</b>
<b>Instruction Module</b>	In this Instruction Module, students learn that all organisms on Earth can be sorted into three domains and further into six kingdoms, namely Eubacteria, Archaeobacteria, Protista, Fungi, Plantae, and Animalia. They learn to compare and contrast the characteristics of organisms in these six kingdoms and also learn about the evolutionary relationships between them.
<b>Interactivity</b>	In the Tree of Life Interactivity, students apply their understanding of how the six kingdoms are sorted in the three domains, and how organisms are sorted in Kingdom Animalia and Kingdom Plantae to complete a phylogenetic tree.
<b>Quiz</b>	This formative assessment is aligned to the content presented in the unit. It provides a set of multiple choice questions to use as checks-for-understanding of the concepts presented in The Six Kingdom Classification System unit.



<b>Glossary</b>	<p>The Glossary contains terms and definitions essential for mastery of the concepts presented in the Instruction Module. The integration of text, audio, and still and animated graphics provides both linguistic and non-linguistic representations of essential terms to help build vocabulary comprehension for better retention.</p>
<b>Note-taking Guide</b>	<p>The Note-taking Guide is used with the Instruction Module to focus students' attention on information that is necessary in order to compare characteristics of taxonomic groups, including archaeobacteria, protists, fungi, plants, and animals. When complete, this can be used as a study guide by the students and as an assessment instrument by teachers.</p>
<b>Journal Entry</b>	<p>The journal activity requires students to apply what they've learned and to justify their reasoning as they respond to targeted, open-ended questions and prompts.</p> <p>Journal – The Six Kingdoms.</p>
<b>Offline Activities</b>	<p>What's in the Water?</p> <p><i>Students work in collaborative groups to design a descriptive investigation that involves identifying protists present in samples of water collected from a designated field site.</i></p>