Curriculum Map
Biology #211/212
Saugus High School
Saugus, MA 01906

Week 1

Performance Standards

Unit/Topic./Lesson

The Science of Life
Themes of biology
Characteristics of Life

Objectives (Students Will...)

List the six unifying themes of Biology
List the six characteristics of life

Essential Question

What is Biology?

Labs/Demonstrations/Handouts

Lab: Lab Safety

Teacher Resources

- Modern Biology (2002) Chapter 1
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
- Overhead projector Notes
- Interactive Explorations on CD-ROM
- Internet labs and resources
- Videos

Assessment Activities

Chapter 1Vocabulary
Chapter 1 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 2

Performance Standards

Unit/Topic./Lesson

The Science of Life
Microscopes

Objectives (Students Will...)

Define and **give** examples of observing, measuring, and organizing and analyzing data.
Use and **identify** parts of the light microscope
.

Essential Question

What is the scientific method and how do scientists use it to solve problems?

Labs/Demonstrations/Handouts

Lab: Using the Light microscope

Teacher Resources

- Modern Biology (2002) Chapter 1
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
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Media Resources

- Power Point Presentations
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- Videos
  - *CSI*

Assessment Activities

Chapter 1 Test

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 3

Performance Standards

Biology 1.1: Recognize that biological organisms are composed primarily of very few elements. The six most common are C, H, N, O, P, and S

Biology 1.2: Describe the basic molecular structures and primary functions of the four major categories of organic molecules (carbohydrates, lipids, proteins, nucleic acids).

Biology 1.3: Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. **Identify** factors, such as pH and temperature that have an effect on enzymes.

Unit/Topic./Lesson

Biochemistry
Water
Carbon Compounds
Molecules of Life

Objectives (Students Will...)

Define organic molecule and **name** the three elements often found in them.
Define and **describe** the structure and functions of the four macromolecules of life: Carbohydrates, lipids, proteins, and nucleic acids.

Essential Question

What is the importance of carbohydrates, lipids, proteins, and nucleic acids to living things?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 3
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
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- Videos

Assessment Activities

Chapter 3 Vocabulary
Chapter 3 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 4

Performance Standards

Biology 1.1: Recognize that biological organisms are composed primarily of very few elements. The six most common are C, H, N, O, P, and S

Biology 1.2: Describe the basic molecular structures and primary functions of the four major categories of organic molecules (carbohydrates, lipids, proteins, nucleic acids).

Biology 1.3: Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. **Identify** factors, such as pH and temperature that have an effect on enzymes.

Unit/Topic./Lesson

Biochemistry
Water
Carbon Compounds
Molecules of Life

Objectives (Students Will...)

Define organic molecule and **name** the three elements often found in them.
Define and **describe** the structure and functions of the four macromolecules of life: Carbohydrates, lipids, proteins, and nucleic acids.

Essential Question

What is the importance of carbohydrates, lipids, proteins, and nucleic acids to living things?

Labs/Demonstrations/Handouts

Lab: Carbohydrates

Teacher Resources

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- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Media Resources

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Assessment Activities

Chapter 3 Vocabulary
Chapter 3 Questions
Quizzes
Test Chapter 3

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 5

Performance Standards

Biology 2.1: Relate organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centrioles, cilium, flagellum, pseudopods) to their functions.

Biology 2.2: Compare and **contras**t, at the cellular level, the general structures and degrees of complexity of prokaryotes and eukaryotes.

Unit/Topic./Lesson

Structure and Function of Cells
Introduction to Cells

Objectives (Students Will...)

Outline the discoveries that led to the development of the Cell Theory.
State the Cell Theory
Describe the relationship between cell shape and cell function.
Distinguish between prokaryotes and Eukaryotes.

Essential Question

What is the difference between Eukaryotic and Prokaryotic cells?

Labs/Demonstrations/Handouts

Lab: Basic Unit of Life

Teacher Resources

- Modern Biology (2002) Chapter 4
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Media Resources

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Assessment Activities

Chapter 4 Vocabulary
Chapter 4 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 6

Performance Standards

Biology 2.1: Relate organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centrioles, cilium, flagellum, pseudopods) to their functions.

Biology 2.2: Compare and **contras**t, at the cellular level, the general structures and degrees of complexity of prokaryotes and eukaryotes.

Unit/Topic./Lesson

Structure and Function of Cells
Parts of the Eukaryotic Cell

Objectives (Students Will...)

Describe the function, composition, and function of the cell membrane.
Name the major organelles found in a Eukaryotic cell, and **describe** their functions
Describe the structure and function of the nucleus.
Describe three structures characteristic of plant cells

Essential Question

What are the major organelles in a Eukaryotic cell and what are their functions?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 4
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Media Resources

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Assessment Activities

Cell city project
Chapter 4 Vocabulary
Chapter 4 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 7

Performance Standards

Biology 2.1: Relate organelles (plasma membrane, nuclear envelope, nucleus, nucleolus, cytoplasm, mitochondrion, endoplasmic reticulum, Golgi apparatus, lysosome, ribosome, vacuole, cell wall, chloroplast, cytoskeleton, centrioles, cilium, flagellum, pseudopods) to their functions.

Biology 2.2: Compare and **contras**t, at the cellular level, the general structures and degrees of complexity of prokaryotes and eukaryotes.

Unit/Topic./Lesson

Structure and Function of Cells
Multi-cellular Organization

Objectives (Students Will...)

Distinguish between tissues, organs, and organ systems
Describe the features of a colonial organism

Essential Question

How are cells organized into tissues, organs and organ systems?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 4
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
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Assessment Activities

Test Chapter 4

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 8

Performance Standards

Biology 2.1: Explain the role of cell membranes as a highly selective barrier (diffusion, osmosis, facilitated diffusion, active transport).

Unit/Topic./Lesson

Homeostasis and Transport
Passive transport

Objectives (Students Will...)

Explain how equilibrium is established as a result of diffusion.
Distinguish between diffusion and osmosis.
Explain how substances cross the cell membrane through facilitated diffusion
Explain how ion channels assist the diffusion of ions across the cell membrane

Essential Question

How do cells transport substances across the cell membrane?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 5
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
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Media Resources

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Assessment Activities

Chapter 5 Vocabulary
Chapter 5 Questions
Quizzes
Test Chapter 5

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 9

Performance Standards

Biology 2.1: Explain the role of cell membranes as a highly selective barrier (diffusion, osmosis, facilitated diffusion, active transport).

Unit/Topic./Lesson

Homeostasis and Transport
Active transport

Objectives (Students Will...)

Distinguish between passive and active transport.
Compare and **contrast** endocytosis and exocytosis

Essential Question

Explain the difference between passive and active transport.

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 5
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Assessment Activities

Test Chapter 5

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 10

Performance Standards

Biology 2.4: Identify the reactants, products, and basic purposes of photosynthesis and cellular respiration. **Explain** the interrelated nature of photosynthesis and cellular respiration in the cells of photosynthetic organisms.

Biology 2.5: Explain the important role that ATP serves in metabolism.

Unit/Topic./Lesson

Photosynthesis
Capturing the energy in light

Objectives (Students Will...)

Explain the structure of a chloroplast relates to its function
Summarize the main events of electron transport
Describe what happens to a water molecule during photosynthesis.
Explain how ATP is synthesized during the light reaction

Essential Question

What are the reactants and products of photosynthesis?

Labs/Demonstrations/Handouts

Lab : Cell energy

Teacher Resources

- Modern Biology (2002) Chapter 6
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
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Media Resources

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Assessment Activities

Chapter 6 Vocabulary
Chapter 6 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 11

Performance Standards

Biology 2.4: Identify the reactants, products, and basic purposes of photosynthesis and cellular respiration. **Explain** the interrelated nature of photosynthesis and cellular respiration in the cells of photosynthetic organisms.

Biology 2.5: Explain the important role that ATP serves in metabolism.

Unit/Topic./Lesson

Photosynthesis
The Calvin cycle

Objectives (Students Will...)

Summarize the main events of the Calvin cycle
Describe what happens to the compounds made in the Calvin cycle

Essential Question

How are the reactants and products of photosynthesis related to the animal kingdom?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 6
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Media Resources

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Assessment Activities

Chapter 6 Vocabulary
Chapter 6 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 12

Performance Standards

Biology 2.4: Identify the reactants, products, and basic purposes of photosynthesis and cellular respiration. **Explain** the interrelated nature of photosynthesis and cellular respiration in the cells of photosynthetic organisms.

Biology 2.5: Explain the important role that ATP serves in metabolism.

Unit/Topic./Lesson

Cellular respiration
Glycolysis and Fermentation

Objectives (Students Will...)

Define cellular respiration.
Describe the major events in glycolisis
Compare lactic acid fermentation and alcohol fermentation

Essential Question

What are the reactants and products of cellular respiration?

Labs/Demonstrations/Handouts

Lab: Human sex determination

Teacher Resources

- Modern Biology (2002) Chapter 7
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
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Media Resources

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- Videos

Assessment Activities

Chapter 8 Vocabulary
Chapter 8 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 13

Performance Standards

Biology 2.4: Identify the reactants, products, and basic purposes of photosynthesis and cellular respiration. **Explain** the interrelated nature of photosynthesis and cellular respiration in the cells of photosynthetic organisms.

Biology 2.5: Explain the important role that ATP serves in metabolism.

Unit/Topic./Lesson

Cellular respiration
Aerobic Respiration

Objectives (Students Will...)

Summarize the events of the Krebs cycle
Summarize the events of the electron transport chain
Relate aerobic respiration to the structure of a mitochondrion.

Essential Question

How are photosynthesis and cellular respiration related?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 7
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
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Media Resources

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- Videos

Assessment Activities

Test Chapters 6 & 7

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 14

Performance Standards

Biology 2.6: Describe the cell cycle and the process of mitosis. **Explain** the role of mitosis in the formation of new cells, and its importance in maintaining chromosome number during asexual reproduction.

Biology 2.7: Describe how the process of meiosis results in the formation of haploid cells. **Explain** the importance of this process in sexual reproduction, and how gametes form diploid zygotes in the process of fertilization.

Biology 4.6: Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and that sexually produced offspring resemble, but are not identical to, either of their parents.

Unit/Topic./Lesson

Cell reproduction
Chromosomes
Cell division

Objectives (Students Will...)

Describe the function of a chromosome.
Give examples of diploid and haploid cells.
Describe each phase of the cell cycle.
Describe the phases of mitosis.

Essential Question

How do cells divide in order for organisms to grow?

Labs/Demonstrations/Handouts

Lab: Human sex determination

Teacher Resources

- Modern Biology (2002) Chapter 8
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

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- Videos

Assessment Activities

Chapter 8 Vocabulary
Chapter 8 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 15

Performance Standards

Biology 2.6: Describe the cell cycle and the process of mitosis. **Explain** the role of mitosis in the formation of new cells, and its importance in maintaining chromosome number during asexual reproduction.

Biology 2.7: Describe how the process of meiosis results in the formation of haploid cells. **Explain** the importance of this process in sexual reproduction, and how gametes form diploid zygotes in the process of fertilization.

Biology 4.6: Recognize that the sexual reproductive system allows organisms to produce offspring that receive half of their genetic information from their mother and half from their father, and that sexually produced offspring resemble, but are not identical to, either of their parents.

Unit/Topic./Lesson

Cell reproduction
Meiosis

Objectives (Students Will...)

List and **describe** the phases of meiosis.
Compare and **contrast** the end products of mitosis with meiosis.
Explain crossing-over and how it contributes to the production of unique individuals.

Essential Question

What is the main function of meiosis?

Labs/Demonstrations/Handouts

Lab: Comparing mitosis and meiosis

Teacher Resources

- Modern Biology (2002) Chapter 8
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Assessment Activities

Test Chapters 8

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 16

Performance Standards

Biology 3.4: Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, co-dominant, sex-linked, polygenic, incomplete dominance, multiple alleles).

Biology 3.5: Describe how Mendel's laws of segregation and independent assortment can be observed through patterns of inheritance (e.g., dihybrid crosses).

Biology 3.6: Use a Punnett Square to determine the probabilities for genotype and phenotype

Unit/Topic./Lesson

Fundamentals of Genetics
Mendel's legacy

Objectives (Students Will...)

Describe the steps involved inn Mendel's experiments on garden peas.
Distinguish between dominant and recessive traits.
State two laws of heredity that were developed from Mendel's work.
Explain the difference between an allele and a gene.

Essential Question

What are dominant and recessive genes?

Labs/Demonstrations/Handouts

Lab: Human traits

Teacher Resources

- Modern Biology (2002) Chapter 9
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Media Resources

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Assessment Activities

Chapter 9 Vocabulary
Chapter 9 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 17

Performance Standards

Biology 3.4: Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, co-dominant, sex-linked, polygenic, incomplete dominance, multiple alleles).

Biology 3.5: Describe how Mendel's laws of segregation and independent assortment can be observed through patterns of inheritance (e.g., dihybrid crosses).

Biology 3.6: Use a Punnett Square to determine the probabilities for genotype and phenotype

Unit/Topic./Lesson

Fundamentals of Genetics
Genetic crosses

Objectives (Students Will...)

Explain how probability is used to predict the results of genetic crosses.
Use a Punnett square to predict the results of monohybrid and dihybrid genetic crosses.

Essential Question

How would you go about determining the genotype of a purple flowering pea plant?

Labs/Demonstrations/Handouts

Lab: Finding genotypes and phenotypes for one trait

Teacher Resources

- Modern Biology (2002) Chapter 9
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
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Media Resources

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Assessment Activities

Chapter 9 Vocabulary
Chapter 9 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 18

Performance Standards

Biology 3.4: Distinguish among observed inheritance patterns caused by several types of genetic traits (dominant, recessive, co-dominant, sex-linked, polygenic, incomplete dominance, multiple alleles).

Biology 3.5: Describe how Mendel's laws of segregation and independent assortment can be observed through patterns of inheritance (e.g., dihybrid crosses).

Biology 3.6: Use a Punnett Square to determine the probabilities for genotype and phenotype

Unit/Topic./Lesson

Fundamentals of Genetics
Genetic crosses

Objectives (Students Will...)

Explain how a testcross is used to show the genotype of an individual whose phenotype is dominant
Differentiate a monohybrid cross from a dihybrid cross

Essential Question

How are certain traits inherited by individuals from their parents?

Labs/Demonstrations/Handouts

Lab: Finding genotypes and phenotypes for two traits

Teacher Resources

- Modern Biology (2002) Chapter 9
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
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Assessment Activities

Test Chapters 9

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 19

Performance Standards

Biology 3.1: Describe the basic structure (double helix, sugar/phosphate backbone, linked by complementary nucleotide pairs) of DNA, and **describe** its function in genetic inheritance.

Biology 3.2: Describe the basic process of DNA replication and how it relates s to the transmission and conservation of the genetic code. **Explain** the basic processes of transcription and translation, and how they result in the expression of genes. **Distinguish** among the end products of replication, transcription, and translation.

Biology 3.3: Explain how mutations in the DNA sequence of a gene may or may not result in phenotypic change in an organism. **Explain** how mutations in gametes may result in phenotypic changes in offspring.

Unit/Topic./Lesson

Nucleic Acids and Protein synthesis
DNA and RNA

Objectives (Students Will...)

Explain the main function of DNA.
Describe the structure of DNA
Summarize the main features of DNA replication.
Explain the main functions of RNA
Compare and **contrast** RNA and DNA

Essential Question

What enables cells to have different forms and to perform different functions?

Labs/Demonstrations/Handouts

Lab: DNA and RNA

Teacher Resources

- Modern Biology (2002) Chapter 10
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Media Resources

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Assessment Activities

Chapter 10 Vocabulary
Chapter 10 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 20

Performance Standards

Biology 3.1: Describe the basic structure (double helix, sugar/phosphate backbone, linked by complementary nucleotide pairs) of DNA, and **describe** its function in genetic inheritance.

Biology 3.2: Describe the basic process of DNA replication and how it relates s to the transmission and conservation of the genetic code. **Explain** the basic processes of transcription and translation, and how they result in the expression of genes. **Distinguish** among the end products of replication, transcription, and translation.

Biology 3.3: Explain how mutations in the DNA sequence of a gene may or may not result in phenotypic change in an organism. **Explain** how mutations in gametes may result in phenotypic changes in offspring.

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Unit/Topic./Lesson

Nucleic Acids and Protein synthesis
Protein synthesis

Objectives (Students Will...)

Explain the main functions of RNA
Compare and **contrast** RNA and DNA
Describe the structure and function of each type of RNA.
Summarize the process of Transcription.

Essential Question

Define Transcription. What are the major steps involved in this process?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 10
- Modern Biology Study Guide
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Media Resources

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Assessment Activities

Chapter 10 Vocabulary
Chapter 10 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 21

Performance Standards

Biology 3.1: Describe the basic structure (double helix, sugar/phosphate backbone, linked by complementary nucleotide pairs) of DNA, and **describe** its function in genetic inheritance.

Biology 3.2: Describe the basic process of DNA replication and how it relates s to the transmission and conservation of the genetic code. **Explain** the basic processes of transcription and translation, and how they result in the expression of genes. **Distinguish** among the end products of replication, transcription, and translation.

Biology 3.3: Explain how mutations in the DNA sequence of a gene may or may not result in phenotypic change in an organism. **Explain** how mutations in gametes may result in phenotypic changes in offspring.

Unit/Topic./Lesson

Nucleic Acids and Protein synthesis
Protein synthesis

Objectives (Students Will...)

Describe the genetic code.
Summarize the process of Translation.

Essential Question

What is the genetic code and how is it used to make proteins?

Labs/Demonstrations/Handouts

Lab: tRNA and protein building

Teacher Resources

- Modern Biology (2002) Chapter 10
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Assessment Activities

Chapter 10 Test

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 22

Performance Standards

Biology 5.1: Explain how evolution is demonstrated by evidence from the fossil record, comparative anatomy, genetics, molecular biology, and examples of natural selection.

Biology 5.3: Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population.

Unit/Topic./Lesson

Evolution: Evidence and Theory
The fossil record

Objectives (Students Will...)

Define fossil and **describe** how their role in evolution.
Explain the law of superposition and its significance to evolutionary theory

Essential Question

How does the law of superposition allow paleontologists to assign relative ages to fossils?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 15
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Assessment Activities

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 23

Performance Standards

Biology 5.1: Explain how evolution is demonstrated by evidence from the fossil record, comparative anatomy, genetics, molecular biology, and examples of natural selection.

Biology 5.3: Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population.

Unit/Topic./Lesson

Evolution: Evidence and Theory
Theories of Evolution

Objectives (Students Will...)

Define evolution
Explain Lamarck's theory of evolution, and **Describe** how it was flawed
List evidence of evolution that led to Darwin's idea of how species might change over time.
Explain Darwin's two theories of Evolution.

Essential Question

What is an acquired characteristic, and do they change the genotype of an individual?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 15
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
- Overhead projector Notes
- Interactive Explorations on CD-ROM
- Internet labs and resources
- Videos

Assessment Activities

Chapter 15 Vocabulary
Chapter 15 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 24

Performance Standards

Biology 5.1: Explain how evolution is demonstrated by evidence from the fossil record, comparative anatomy, genetics, molecular biology, and examples of natural selection.

Biology 5.3: Explain how evolution through natural selection can result in changes in biodiversity through the increase or decrease of genetic diversity within a population.

Unit/Topic./Lesson

Evolution: Evidence and Theory
Evolution in Process

Objectives (Students Will...)

Describe the differences between homologous, analogous, and vestigial structures.
Explain the difference between co-evolution, and divergent and convergent evolution.

Essential Question

What evidence led to the theory of Evolution?

Labs/Demonstrations/Handouts

Lab: Biochemical evidence of evolution

Teacher Resources

- Modern Biology (2002) Chapter 15
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
- Overhead projector Notes
- Interactive Explorations on CD-ROM
- Internet labs and resources
- Videos

Assessment Activities

Chapter 15 Test

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 25

Performance Standards

Biology 5.2: Describe species as reproductively distinct groups of organisms. Recognize that species are further classified into a hierarchical taxonomic system (kingdom, phylum, class, order, family, genus, species) based on morphological, behavioral, and molecular similarities.

Biology 2.3: Use cellular evidence (e.g., cell structure, cell number, cell reproduction) and modes of nutrition to **describe** the six kingdoms (Archaebacteria, Eubacteria, Protista, Fungi, Plantae, Animalia).

Unit/Topic./Lesson

Classification and kingdoms of life
History of Taxonomy

Objectives (Students Will...)

Compare Aristotle's and Linnaeus' methods of classification.
Explain Linnaeus's system of classification, and **identify** the main criterion he used to classify organisms
Explain how to write a scientific name using binomial nomenclature.
Summarize the categories used in taxonomy.

Essential Question

What are the seven taxa used in the modern classification system (from broadest to most specific)?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 18
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
- Overhead projector Notes
- Interactive Explorations on CD-ROM
- Internet labs and resources
- Videos

Assessment Activities

Chapter 18 Vocabulary
Chapter 18 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 26

Performance Standards

Biology 5.2: Describe species as reproductively distinct groups of organisms. Recognize that species are further classified into a hierarchical taxonomic system (kingdom, phylum, class, order, family, genus, species) based on morphological, behavioral, and molecular similarities.

Biology 2.3: Use cellular evidence (e.g., cell structure, cell number, cell reproduction) and modes of nutrition to **describe** the six kingdoms (Archaebacteria, Eubacteria, Protista, Fungi, Plantae, Animalia).

Unit/Topic./Lesson

Classification and kingdoms of life
Two modern systems of classification
Six kingdoms of life

Objectives (Students Will...)

Compare major characteristics of the three domains.
Differentiate among the six kingdoms.

Essential Question

What are the defining characteristics for the six kingdoms of life?

Labs/Demonstrations/Handouts

Lab: Using a dichotomous key (shark lab)

Teacher Resources

- Modern Biology (2002) Chapter 18
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
- Overhead projector Notes
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Assessment Activities

Chapter 18 Test

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 27

Performance Standards

Biology 4.5: **Explain** how the muscular/skeletal system (skeletal, smooth and cardiac muscles, bones, cartilage, ligaments, tendons) works with other systems to support the body and allow for movement. Recognize that bones produce blood cells.

Unit/Topic./Lesson

Skeletal and Muscular System
Skeletal system
Muscular system

Objectives (Students Will...)

Explain the function and structure of bone
Distinguish between the three types of muscle tissues
Explain how muscles contract
Explain how muscles move bone

Essential Question

How do the muscular and skeletal systems work together to move an individual?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 46
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
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- Internet labs and resources
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Assessment Activities

Chapter 46 Vocabulary
Chapter 46 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 28

Performance Standards

Biology 4.2: Explain how the circulatory system (heart, arteries, veins, capillaries, red blood cells) transports nutrients and oxygen to cells and removes cell wastes. **Describe** how the kidneys and the liver are closely associated with the circulatory system as they perform the excretory function of removing waste from the blood. Recognize that kidneys remove nitrogenous wastes and the liver removes many toxic compounds from blood.

Biology 4.3: Explain how the respiratory system (nose, pharynx, larynx, trachea, lungs, and alveoli) provides exchange of oxygen and carbon dioxide.

Unit/Topic./Lesson

Circulatory and Respiratory systems
Circulatory system
Respiratory system

Objectives (Students Will...)

Describe the structure and function of the human heart
Trace the flow of blood through the heart and body
Distinguish between arteries, veins, and capillaries in terms of their structure and function
Describe the function of the lymphatic system
List the components of blood
Distinguish between red blood cells, white blood cells, and platelets in terms of their structure and function
Trace the passage of air from the environment to the bloodstream
Describe how gases are exchanged in the lungs

Essential Question

How are gases exchanged and transported throughout the human body?

Labs/Demonstrations/Handouts

Lab: Frog dissection

Teacher Resources

- Modern Biology (2002) Chapter 47
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

- Power Point Presentations
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Assessment Activities

Chapter 47 Vocabulary
Chapter 47 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 29

Performance Standards

Biology 4.1: Explain generally how the digestive system (mouth, pharynx, esophagus, stomach, small and large intestines, rectum) converts macromolecules from food into smaller molecules that can be used by cells for energy and for repair and growth.

Unit/Topic./Lesson

Digestive and Excretory system
Digestive system
Urinary system

Objectives (Students Will...)

List the major organs of the digestive system
Distinguish between mechanical and chemical digestion
Relate the structure of each digestive organ to its function in mechanical digestion
Identify the source and function of each major digestive enzyme
Summarize the process of absorption in both the small and large intestine
Define the term excretion, and **list** the functions of each major excretory organ
Identify the major parts of the kidney

Essential Question

How is the food that we eat broken down in the body to be used for cellular work?

Labs/Demonstrations/Handouts

Lab: Earthworm dissection

Teacher Resources

- Modern Biology (2002) Chapter 49
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

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Assessment Activities

Chapter 49 Vocabulary
Chapter 49 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 30

Performance Standards

Biology 4.4: Explain how the nervous system (brain, spinal cord, sensory neurons, motor neurons) mediates communication among different parts of the body and mediates the body's interactions with the environment. **Identify** the basic unit of the nervous system, the neuron, and **explain** generally how it works.

Unit/Topic./Lesson

Nervous System
Central nervous system
Peripheral nervous system
Transmission of Nerve impulses

Objectives (Students Will...)

Identify the two main organs of the central nervous system
Summarize the functions of the cerebrum, brain stem, and cerebellum
Describe how the central nervous system is protected from injury
Describe the structure of the spinal cord
Distinguish between sensory receptors, motor neurons, and interneurons
Describe the structure of a neuron
Describe the role of neurotransmitters in transmitting a signal across the synapse

Essential Question

How does the nervous system make the body respond to stimuli?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 50
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Media Resources

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Assessment Activities

Chapter 50 Vocabulary
Chapter 50 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 31

Performance Standards

Biology 4.7: Recognize that communication among cells is required for coordination of body functions. The nerves communicate with electrochemical signals, hormones circulate through the blood, and some cells produce signals to communicate only with nearby cells.

Biology 4.8: Recognize that the body's systems interact to maintain homeostasis. **Describe** the basic function of a physiological feedback loop.

Unit/Topic./Lesson

Endocrine system
Hormones
Endocrine glands
Feed back mechanisms

Objectives (Students Will...)

Compare exocrine glands with endocrine glands
Describe two ways that hormones affect their target cells
List the major endocrine glands and hormones found in the human body
Discuss the relationship between the hypothalamus and the pituitary gland
Explain the role of negative feedback mechanisms in maintaining homeostasis
Give examples of negative feedback in the endocrine system

Essential Question

How do cells communicate in order to coordinate the functions of the body?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 51
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
- Standardized Exam View Pro Test Generator CD-ROM

Media Resources

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Assessment Activities

Chapter 51 Vocabulary
Chapter 51 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 32

Performance Standards

Biology 6.1: Explain how birth, death, immigration, and emigration influence population size.

Unit/Topic./Lesson

Populations
Understanding Populations
Measuring Populations

Objectives (Students Will...)

Explain the differences between population size, density, and dispersion
List three reasons that small populations are more vulnerable to extinction

Essential Question

What effects the size of populations?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 20
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Media Resources

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Assessment Activities

Chapter 20 Vocabulary
Chapter 20 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 33

Performance Standards

Biology 6.2: Analyze changes in population size and biodiversity (speciation and extinction) that result from the following: natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.

Unit/Topic./Lesson

Community Ecology
Species Interactions

Objectives (Students Will...)

Distinguish predation from parasitism
Evaluate the importance of mimicry as a defense mechanism
Explain how competition can effect community structure
Contrast mutualism with commensalism, and **give** one example of each type of relationship

Essential Question

How do organisms interact in a community?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 21
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
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Media Resources

- Power Point Presentations
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- Videos

Assessment Activities

Chapter 21 Vocabulary
Chapter 21 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 34

Performance Standards

Biology 6.2: Analyze changes in population size and biodiversity (speciation and extinction) that result from the following: natural causes, changes in climate, human activity, and the introduction of invasive, non-native species.
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Unit/Topic./Lesson

Community Ecology
Properties of Communities

Objectives (Students Will...)

Explain the difference between species richness and species diversity
Describe how species richness varies with latitude, and **explain** a hypothesis for this pattern
Explain the cause and consequences of the species-area effect
Explain the two main views of the relationship between species richness and stability

Essential Question

What causes a species to change or go extinct?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 21
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
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Assessment Activities

Chapter 21 Vocabulary
Chapter 21 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 35

Performance Standards

Biology 6.3: Use a food web to **identify** and **distinguish** producers, consumers, and decomposers, and **Explain** the transfer of energy through trophic levels. **Describe** how relationships among organisms (predation, parasitism, competition, commensalism, and mutualism) add to the complexity of biological communities.

Unit/Topic./Lesson

Ecosystems and the Biosphere
Energy Transfer

Objectives (Students Will...)

Contrast producers with consumers
Explain the important role of decomposers in an ecosystem
Contrast a food web with a food chain
Explain why ecosystems usually contain only a few trophic levels

Essential Question

How is energy transferred throughout the trophic levels?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 22
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
- Modern Biology Laboratory Techniques and Experimental Design
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Media Resources

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Assessment Activities

Chapter 22 Vocabulary
Chapter 22 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster

Week 36

Performance Standards

Biology 6.4: Explain how water, carbon, and nitrogen cycle between abiotic resources and organic matter in an ecosystem, and how oxygen cycles through photosynthesis and respiration.

Unit/Topic./Lesson

Ecosystems and the Biosphere
Ecosystem Recycling

Objectives (Students Will...)

Define biogeochemical cycle
Trace the steps of the water cycle
Summarize the major steps in the nitrogen cycle
Describe the steps in the carbon cycle

Essential Question

How are essential elements recycled on Earth?

Labs/Demonstrations/Handouts

Teacher Resources

- Modern Biology (2002) Chapter 22
- Modern Biology Study Guide
- Modern Biology Active Reading Guide
- Modern Biology Quick Labs
- Modern Biology Inquiry Skills Development
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Media Resources

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Assessment Activities

Chapter 22 Vocabulary
Chapter 22 Questions
Quizzes

Completion date:

Completed by:

Comments: ***Alternative Evaluation:***
Paper, Project, Poster