**Lesson Plan: Animal Digestive Comparison**

*Last updated: 3/27/2024*

**Total Expected Time**

This set of labs includes three labs, approximately 45 minutes each, for a total expected time of 2.25 hours.

**Resources**

Required resources for students:

* Visible Biology: <https://www.visiblebody.com/teaching-anatomy/courseware-biology>
	+ Use Visible Body’s interactive 3D models to learn about the digestive structures of the sea star, earthworm, frog, and pig. Select the info icon to learn more about the models. Select any structure and then select the book icon to read its definition and select the audio icon to hear the pronunciation of the structure name.
* Lab Activities: Animal Digestive Comparison: <https://www.visiblebody.com/hubfs/lab-activities/biology-site-license/visible-biology-site-license-lab-activities_animal-digestive-comparison_student.pdf>

Additional resources for students and teachers:

* This lesson assumes that students have a basic understanding of the digestive structures of the sea star, earthworm, frog, and pig. Students can read the following sections of the OpenStax Concepts of Biology textbook to learn more about the following topics:
	+ [Mollusks and Annelids](https://openstax.org/books/concepts-biology/pages/15-4-mollusks-and-annelids) (section on Annelids)
	+ [Echinoderms and Chordates](https://openstax.org/books/concepts-biology/pages/15-5-echinoderms-and-chordates)
	+ [Vertebrates](https://openstax.org/books/concepts-biology/pages/15-6-vertebrates) (sections on Amphibians and Mammals)

**Objectives**

At the end of this lesson, students should be able to:

1. Identify the digestive structures of the sea star, earthworm, frog, and pig.
2. Describe how the sea star, earthworm, frog, and pig digest food and expel waste.
3. Compare the digestive structures and functions of the sea star, earthworm, frog, and pig.
4. Describe key digestive adaptations that help the sea star, earthworm, frog, and pig get the nutrients they need to survive in their environments.
5. Rank organisms in order from simple to complex, based on their digestive structures.

**Essential Questions**

1. What digestive structures do the sea star, earthworm, frog, and pig share?
2. What distinct digestive structures do the sea star, earthworm, frog, and pig have that distinguish them from each other?
3. What do the sea star, earthworm, frog, and pig eat and how are their diets shaped by their habitats?
4. How do the key digestive adaptations of the sea star, earthworm, frog, and pig help them hunt their prey and break down their food into the nutrients they need to survive?

**Key Structure Identification**

In their answers, students will identify the following structures:

* Digestive structures of the sea star: Anus, cardiac stomach, mouth, pyloric caeca (glands), pyloric ducts, and pyloric stomach.
* Digestive structures of the earthworm: Anus, crop, esophagus, gizzard, intestine, mouth, and pharynx.
* Digestive structures of the frog: Anus, cloaca (vent), esophagus, fat bodies, gallbladder, large intestine (colon), liver, oral cavity, pancreas, small intestine, and stomach.
* Digestive structures of the pig: Anus, esophagus, gallbladder, large intestine, liver, oral cavity, pancreas, pharynx, small intestine, and stomach.

**Introduction**

10 minutes: Use the content in Visible Biology, as well as the OpenStax pages referenced in the additional resources above, to give students a brief introduction to the digestive structures and functions of the sea star, earthworm, frog, and pig. Focus on the adaptations that help each animal get the nutrients it needs to survive and how its digestive structures compare to those of the other animals.

**Student Activities**

These lab activities are designed to be modular and can be used as individual labs or grouped together into one lab session.

* Background Questions: These could be assigned as homework before lab
* Lab 1: Digestive Structures (45-minute lab session)
	+ Activity 1: Label the sea star’s digestive structures
	+ Activity 2: Label the earthworm’s digestive structures
	+ Activity 3: Label the frog’s digestive structures
	+ Activity 4: Label the pig’s digestive structures
* Lab 2: Digestive Functions (45-minute lab session)
	+ Activity 1: Explore the digestive structures of the sea star and their functions
	+ Activity 2: Explore the digestive structures of the earthworm and their functions
	+ Activity 3: Explore the digestive structures of the frog and their functions
	+ Activity 4: Explore the digestive structures of the pig and their functions
* Lab 3: Evolutionary Similarities and Differences (45-minute lab session)

Check students’ work using the answer key.

**NGSS and State Science Correlations**

| **Next Generation Science Standards (NGSS)** |
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| **Science** |
| Grade **9** - Adopted: **2013** |
| **STRAND** |  **NGSS.HS-LS** | **LIFE SCIENCE** |
| **TITLE** |  **HS-LS1** | **From Molecules to Organisms: Structures and Processes** |
|  |  | Students who demonstrate understanding can: |
| **PERFORMANCE EXPECTATION** |  **HS-LS1-2** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
|  |  |  |
| **Next Generation Science Standards (NGSS)** |
| **Science** |
| Grade **10** - Adopted: **2013** |
| **STRAND** |  **NGSS.HS-LS** | **LIFE SCIENCE** |
| **TITLE** |  **HS-LS1** | **From Molecules to Organisms: Structures and Processes** |
|  |  | Students who demonstrate understanding can: |
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| **Next Generation Science Standards (NGSS)** |
| **Science** |
| Grade **11** - Adopted: **2013** |
| **STRAND** |  **NGSS.HS-LS** | **LIFE SCIENCE** |
| **TITLE** |  **HS-LS1** | **From Molecules to Organisms: Structures and Processes** |
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| **Next Generation Science Standards (NGSS)** |
| **Science** |
| Grade **12** - Adopted: **2013** |
| **STRAND** |  **NGSS.HS-LS** | **LIFE SCIENCE** |
| **TITLE** |  **HS-LS1** | **From Molecules to Organisms: Structures and Processes** |
|  |  | Students who demonstrate understanding can: |
| **PERFORMANCE EXPECTATION** |  **HS-LS1-2** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |

| **California Content Standards** |
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| **Science** |
| Grade **9** - Adopted: **2013** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.HS-LS.** | **LIFE SCIENCE** |
| **PERFORMANCE STANDARD / MODE** |  **HS-LS1.** | **From Molecules to Organisms: Structures and Processes** |
| **EXPECTATION / SUBSTRAND** |  | **Students who demonstrate understanding can:** |
| **FOUNDATION / PROFICIENCY LEVEL** |  **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Key Ideas and Details** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.2.** | **Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Craft and Structure** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Integration of Knowledge and Ideas** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.9-10.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Range of Reading and Level of Text Complexity** |
| **EXPECTATION / SUBSTRAND** |  **RST.9-10.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.WHST.9-10.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Text Types and Purposes** |
| **EXPECTATION / SUBSTRAND** |  **WHST.9-10.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **FOUNDATION / PROFICIENCY LEVEL** |  **WHST.9-10.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.WHST.9-10.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Production and Distribution of Writing** |
| **EXPECTATION / SUBSTRAND** |  **WHST.9-10.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
|  |  |  |
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| **Science** |
| Grade **10** - Adopted: **2013** |
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| **EXPECTATION / SUBSTRAND** |  **RST.9-10.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.** |
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| **FOUNDATION / PROFICIENCY LEVEL** |  **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.11-12.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Key Ideas and Details** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.2.** | **Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.11-12.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Craft and Structure** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.5.** | **Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.** |
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| **PERFORMANCE STANDARD / MODE** |  | **Integration of Knowledge and Ideas** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.8.** | **Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.9.** | **Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.11-12.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Range of Reading and Level of Text Complexity** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.10.** | **By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.WHST.11-12.** | **Writing Standards for Literacy in Science and Technical Subjects** |
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| **California Content Standards** |
| **Science** |
| Grade **12** - Adopted: **2013** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.HS-LS.** | **LIFE SCIENCE** |
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| **PERFORMANCE STANDARD / MODE** |  | **Key Ideas and Details** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.2.** | **Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.RST.11-12.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Craft and Structure** |
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| **PERFORMANCE STANDARD / MODE** |  | **Integration of Knowledge and Ideas** |
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| **EXPECTATION / SUBSTRAND** |  **RST.11-12.9.** | **Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.** |
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| **PERFORMANCE STANDARD / MODE** |  | **Range of Reading and Level of Text Complexity** |
| **EXPECTATION / SUBSTRAND** |  **RST.11-12.10.** | **By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.WHST.11-12.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Text Types and Purposes** |
| **EXPECTATION / SUBSTRAND** |  **WHST.11-12.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **FOUNDATION / PROFICIENCY LEVEL** |  **WHST.11-12.2.d.** | **Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.** |
| **CONTENT STANDARD / DOMAIN / PART** |  **CA.WHST.11-12.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **PERFORMANCE STANDARD / MODE** |  | **Production and Distribution of Writing** |
| **EXPECTATION / SUBSTRAND** |  **WHST.11-12.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |

| **Texas Essential Knowledge and Skills (TEKS)** |
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| **Science** |
| Grade **9** - Adopted: **2017** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.2** | **Scientific processes. The student uses scientific practices and equipment during laboratory and field investigations. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.2.F** | **collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as data-collecting probes, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, balances, gel electrophoresis apparatuses, micropipettes, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures** |
| **INDICATOR** |  **§112.34.c.2.G** | **analyze, evaluate, make inferences, and predict trends from data** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.3** | **Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.3.E** | **evaluate models according to their limitations in representing biological objects or events** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.10** | **Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.10.A** | **describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals** |
| **INDICATOR** |  **§112.34.c.10.C** | **analyze the levels of organization in biological systems and relate the levels to each other and to the whole system** |
|  |  |  |
| **Texas Essential Knowledge and Skills (TEKS)** |
| **Science** |
| Grade **10** - Adopted: **2017** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.2** | **Scientific processes. The student uses scientific practices and equipment during laboratory and field investigations. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.2.F** | **collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as data-collecting probes, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, balances, gel electrophoresis apparatuses, micropipettes, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures** |
| **INDICATOR** |  **§112.34.c.2.G** | **analyze, evaluate, make inferences, and predict trends from data** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
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| **INDICATOR** |  **§112.34.c.3.E** | **evaluate models according to their limitations in representing biological objects or events** |
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| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.10** | **Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.10.A** | **describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals** |
| **INDICATOR** |  **§112.34.c.10.C** | **analyze the levels of organization in biological systems and relate the levels to each other and to the whole system** |
| **TEKS** |  **§112.32** | **Aquatic Science, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.32.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.32.c.4** | **Science concepts. Students know that aquatic environments are the product of Earth systems interactions. The student is expected to:** |
| **INDICATOR** |  **§112.32.c.4.B** | **apply systems thinking to the examination of aquatic environments, including positive and negative feedback cycles** |
| **TEKS** |  **§112.32** | **Aquatic Science, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.32.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.32.c.10** | **Science concepts. The student knows environmental adaptations of aquatic organisms. The student is expected to:** |
| **INDICATOR** |  **§112.32.c.10.B** | **compare and describe how adaptations allow an organism to exist within an aquatic environment** |
| **INDICATOR** |  **§112.32.c.10.C** | **compare differences in adaptations of aquatic organisms to fresh water and marine environments** |
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| **Texas Essential Knowledge and Skills (TEKS)** |
| **Science** |
| Grade **11** - Adopted: **2017** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.2** | **Scientific processes. The student uses scientific practices and equipment during laboratory and field investigations. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.2.F** | **collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as data-collecting probes, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, balances, gel electrophoresis apparatuses, micropipettes, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures** |
| **INDICATOR** |  **§112.34.c.2.G** | **analyze, evaluate, make inferences, and predict trends from data** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.3** | **Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.3.E** | **evaluate models according to their limitations in representing biological objects or events** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.10** | **Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.10.A** | **describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals** |
| **INDICATOR** |  **§112.34.c.10.C** | **analyze the levels of organization in biological systems and relate the levels to each other and to the whole system** |
| **TEKS** |  **§112.32** | **Aquatic Science, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.32.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.32.c.4** | **Science concepts. Students know that aquatic environments are the product of Earth systems interactions. The student is expected to:** |
| **INDICATOR** |  **§112.32.c.4.B** | **apply systems thinking to the examination of aquatic environments, including positive and negative feedback cycles** |
| **TEKS** |  **§112.32** | **Aquatic Science, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.32.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.32.c.10** | **Science concepts. The student knows environmental adaptations of aquatic organisms. The student is expected to:** |
| **INDICATOR** |  **§112.32.c.10.B** | **compare and describe how adaptations allow an organism to exist within an aquatic environment** |
| **INDICATOR** |  **§112.32.c.10.C** | **compare differences in adaptations of aquatic organisms to fresh water and marine environments** |
| **TEKS** |  **§112.37** | **Environmental Systems, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.37.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.37.c.3** | **Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:** |
| **INDICATOR** |  **§112.37.c.3.A** | **in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student** |
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| **Texas Essential Knowledge and Skills (TEKS)** |
| **Science** |
| Grade **12** - Adopted: **2017** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.2** | **Scientific processes. The student uses scientific practices and equipment during laboratory and field investigations. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.2.F** | **collect and organize qualitative and quantitative data and make measurements with accuracy and precision using tools such as data-collecting probes, standard laboratory glassware, microscopes, various prepared slides, stereoscopes, metric rulers, balances, gel electrophoresis apparatuses, micropipettes, hand lenses, Celsius thermometers, hot plates, lab notebooks or journals, timing devices, Petri dishes, lab incubators, dissection equipment, meter sticks, and models, diagrams, or samples of biological specimens or structures** |
| **INDICATOR** |  **§112.34.c.2.G** | **analyze, evaluate, make inferences, and predict trends from data** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.3** | **Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.3.E** | **evaluate models according to their limitations in representing biological objects or events** |
| **TEKS** |  **§112.34** | **Biology (One Credit), Adopted 2017 – The provisions of §§112.34, 112.35, 112.38, and 112.39 of this subchapter adopted in 2017 shall be implemented by school districts beginning with the 2018-2019 school year.** |
| **STUDENT EXPECTATION** |  **§112.34.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.34.c.10** | **Science concepts. The student knows that biological systems are composed of multiple levels. The student is expected to:** |
| **INDICATOR** |  **§112.34.c.10.A** | **describe the interactions that occur among systems that perform the functions of regulation, nutrient absorption, reproduction, and defense from injury or illness in animals** |
| **INDICATOR** |  **§112.34.c.10.C** | **analyze the levels of organization in biological systems and relate the levels to each other and to the whole system** |
| **TEKS** |  **§112.32** | **Aquatic Science, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.32.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.32.c.4** | **Science concepts. Students know that aquatic environments are the product of Earth systems interactions. The student is expected to:** |
| **INDICATOR** |  **§112.32.c.4.B** | **apply systems thinking to the examination of aquatic environments, including positive and negative feedback cycles** |
| **TEKS** |  **§112.32** | **Aquatic Science, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.32.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.32.c.10** | **Science concepts. The student knows environmental adaptations of aquatic organisms. The student is expected to:** |
| **INDICATOR** |  **§112.32.c.10.B** | **compare and describe how adaptations allow an organism to exist within an aquatic environment** |
| **INDICATOR** |  **§112.32.c.10.C** | **compare differences in adaptations of aquatic organisms to fresh water and marine environments** |
| **TEKS** |  **§112.37** | **Environmental Systems, Beginning with School Year 2010-2011 (One Credit).** |
| **STUDENT EXPECTATION** |  **§112.37.c** | **Knowledge and skills.** |
| **GRADE LEVEL EXPECTATION** |  **§112.37.c.3** | **Scientific processes. The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom. The student is expected to:** |
| **INDICATOR** |  **§112.37.c.3.A** | **in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student** |

| **Florida Standards** |
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| **Science** |
| Grade **9** - Adopted: **2008** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.1.** | **The Practice of Science - A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of ''the scientific method.'' C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** |
| **BENCHMARK** |  **SC.912.N.1.1.** | **Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:** |
| **INDICATOR** |  **SC.912.N.1.1.2.** | **Conduct systematic observations** |
| **INDICATOR** |  **SC.912.N.1.1.6.** | **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs)** |
| **INDICATOR** |  **SC.912.N.1.1.7.** | **Pose answers, explanations, or descriptions of events** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.3.** | **The Role of Theories, Laws, Hypotheses, and Models - The terms that describe examples of scientific knowledge, for example: ''theory,'' ''law,'' ''hypothesis'' and ''model'' have very specific meanings and functions within science.** |
| **BENCHMARK** |  **SC.912.N.3.5.** | **Describe the function of models in science, and identify the wide range of models used in science.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.14.** | **Organization and Development of Living Organisms - A. Cells have characteristic structures and functions that make them distinctive. B. Processes in a cell can be classified broadly as growth, maintenance, reproduction, and homeostasis. C. Life can be organized in a functional and structural hierarchy ranging from cells to the biosphere. D. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.** |
| **BENCHMARK** |  **SC.912.L.14.45.** | **Describe the histology of the alimentary canal and its associated accessory organs.** |
| **BENCHMARK** |  **SC.912.L.14.46.** | **Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.15.** | **Diversity and Evolution of Living Organisms - A. The scientific theory of evolution is the fundamental concept underlying all of biology. B. The scientific theory of evolution is supported by multiple forms of scientific evidence. C. Organisms are classified based on their evolutionary history. D. Natural selection is a primary mechanism leading to evolutionary change.** |
| **BENCHMARK** |  **SC.912.L.15.7.** | **Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.** |
| Grade **9** - Adopted: **2014** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.1.** | **Key Ideas and Details** |
| **BENCHMARK** |  **LAFS.910.RST.1.2.** | **Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |
| **BENCHMARK** |  **LAFS.910.RST.1.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.2.** | **Craft and Structure** |
| **BENCHMARK** |  **LAFS.910.RST.2.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.** |
| **BENCHMARK** |  **LAFS.910.RST.2.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.3.** | **Integration of Knowledge and Ideas** |
| **BENCHMARK** |  **LAFS.910.RST.3.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **BENCHMARK** |  **LAFS.910.RST.3.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.4.** | **Range of Reading and Level of Text Complexity** |
| **BENCHMARK** |  **LAFS.910.RST.4.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.910.WHST.1.** | **Text Types and Purposes** |
| **BENCHMARK** |  **LAFS.910.WHST.1.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **INDICATOR** |  **LAFS.910.WHST.1.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.910.WHST.2.** | **Production and Distribution of Writing** |
| **BENCHMARK** |  **LAFS.910.WHST.2.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
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| **Florida Standards** |
| **Science** |
| Grade **10** - Adopted: **2008** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.1.** | **The Practice of Science - A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of ''the scientific method.'' C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** |
| **BENCHMARK** |  **SC.912.N.1.1.** | **Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:** |
| **INDICATOR** |  **SC.912.N.1.1.2.** | **Conduct systematic observations** |
| **INDICATOR** |  **SC.912.N.1.1.6.** | **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs)** |
| **INDICATOR** |  **SC.912.N.1.1.7.** | **Pose answers, explanations, or descriptions of events** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.3.** | **The Role of Theories, Laws, Hypotheses, and Models - The terms that describe examples of scientific knowledge, for example: ''theory,'' ''law,'' ''hypothesis'' and ''model'' have very specific meanings and functions within science.** |
| **BENCHMARK** |  **SC.912.N.3.5.** | **Describe the function of models in science, and identify the wide range of models used in science.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.14.** | **Organization and Development of Living Organisms - A. Cells have characteristic structures and functions that make them distinctive. B. Processes in a cell can be classified broadly as growth, maintenance, reproduction, and homeostasis. C. Life can be organized in a functional and structural hierarchy ranging from cells to the biosphere. D. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.** |
| **BENCHMARK** |  **SC.912.L.14.45.** | **Describe the histology of the alimentary canal and its associated accessory organs.** |
| **BENCHMARK** |  **SC.912.L.14.46.** | **Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.15.** | **Diversity and Evolution of Living Organisms - A. The scientific theory of evolution is the fundamental concept underlying all of biology. B. The scientific theory of evolution is supported by multiple forms of scientific evidence. C. Organisms are classified based on their evolutionary history. D. Natural selection is a primary mechanism leading to evolutionary change.** |
| **BENCHMARK** |  **SC.912.L.15.7.** | **Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.** |
| Grade **10** - Adopted: **2014** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.1.** | **Key Ideas and Details** |
| **BENCHMARK** |  **LAFS.910.RST.1.2.** | **Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |
| **BENCHMARK** |  **LAFS.910.RST.1.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.2.** | **Craft and Structure** |
| **BENCHMARK** |  **LAFS.910.RST.2.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.** |
| **BENCHMARK** |  **LAFS.910.RST.2.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.3.** | **Integration of Knowledge and Ideas** |
| **BENCHMARK** |  **LAFS.910.RST.3.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **BENCHMARK** |  **LAFS.910.RST.3.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.910.RST.4.** | **Range of Reading and Level of Text Complexity** |
| **BENCHMARK** |  **LAFS.910.RST.4.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.910.WHST.1.** | **Text Types and Purposes** |
| **BENCHMARK** |  **LAFS.910.WHST.1.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **INDICATOR** |  **LAFS.910.WHST.1.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.910.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.910.WHST.2.** | **Production and Distribution of Writing** |
| **BENCHMARK** |  **LAFS.910.WHST.2.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
|  |  |  |
| **Florida Standards** |
| **Science** |
| Grade **11** - Adopted: **2008** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.1.** | **The Practice of Science - A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of ''the scientific method.'' C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** |
| **BENCHMARK** |  **SC.912.N.1.1.** | **Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:** |
| **INDICATOR** |  **SC.912.N.1.1.2.** | **Conduct systematic observations** |
| **INDICATOR** |  **SC.912.N.1.1.6.** | **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs)** |
| **INDICATOR** |  **SC.912.N.1.1.7.** | **Pose answers, explanations, or descriptions of events** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.3.** | **The Role of Theories, Laws, Hypotheses, and Models - The terms that describe examples of scientific knowledge, for example: ''theory,'' ''law,'' ''hypothesis'' and ''model'' have very specific meanings and functions within science.** |
| **BENCHMARK** |  **SC.912.N.3.5.** | **Describe the function of models in science, and identify the wide range of models used in science.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.14.** | **Organization and Development of Living Organisms - A. Cells have characteristic structures and functions that make them distinctive. B. Processes in a cell can be classified broadly as growth, maintenance, reproduction, and homeostasis. C. Life can be organized in a functional and structural hierarchy ranging from cells to the biosphere. D. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.** |
| **BENCHMARK** |  **SC.912.L.14.45.** | **Describe the histology of the alimentary canal and its associated accessory organs.** |
| **BENCHMARK** |  **SC.912.L.14.46.** | **Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.15.** | **Diversity and Evolution of Living Organisms - A. The scientific theory of evolution is the fundamental concept underlying all of biology. B. The scientific theory of evolution is supported by multiple forms of scientific evidence. C. Organisms are classified based on their evolutionary history. D. Natural selection is a primary mechanism leading to evolutionary change.** |
| **BENCHMARK** |  **SC.912.L.15.7.** | **Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.** |
| Grade **11** - Adopted: **2014** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.1.** | **Key Ideas and Details** |
| **BENCHMARK** |  **LAFS.1112.RST.1.2.** | **Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.** |
| **BENCHMARK** |  **LAFS.1112.RST.1.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.2.** | **Craft and Structure** |
| **BENCHMARK** |  **LAFS.1112.RST.2.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.** |
| **BENCHMARK** |  **LAFS.1112.RST.2.5.** | **Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.3.** | **Integration of Knowledge and Ideas** |
| **BENCHMARK** |  **LAFS.1112.RST.3.8.** | **Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.** |
| **BENCHMARK** |  **LAFS.1112.RST.3.9.** | **Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.4.** | **Range of Reading and Level of Text Complexity** |
| **BENCHMARK** |  **LAFS.1112.RST.4.10.** | **By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.1112.WHST.1.** | **Text Types and Purposes** |
| **BENCHMARK** |  **LAFS.1112.WHST.1.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **INDICATOR** |  **LAFS.1112.WHST.1.2.d.** | **Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.1112.WHST.2.** | **Production and Distribution of Writing** |
| **BENCHMARK** |  **LAFS.1112.WHST.2.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
|  |  |  |
| **Florida Standards** |
| **Science** |
| Grade **12** - Adopted: **2008** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.1.** | **The Practice of Science - A: Scientific inquiry is a multifaceted activity; The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation. B: The processes of science frequently do not correspond to the traditional portrayal of ''the scientific method.'' C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge. D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.** |
| **BENCHMARK** |  **SC.912.N.1.1.** | **Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:** |
| **INDICATOR** |  **SC.912.N.1.1.2.** | **Conduct systematic observations** |
| **INDICATOR** |  **SC.912.N.1.1.6.** | **Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs)** |
| **INDICATOR** |  **SC.912.N.1.1.7.** | **Pose answers, explanations, or descriptions of events** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.N.** | **Nature of Science** |
| **BIG IDEA** |  **SC.912.N.3.** | **The Role of Theories, Laws, Hypotheses, and Models - The terms that describe examples of scientific knowledge, for example: ''theory,'' ''law,'' ''hypothesis'' and ''model'' have very specific meanings and functions within science.** |
| **BENCHMARK** |  **SC.912.N.3.5.** | **Describe the function of models in science, and identify the wide range of models used in science.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.14.** | **Organization and Development of Living Organisms - A. Cells have characteristic structures and functions that make them distinctive. B. Processes in a cell can be classified broadly as growth, maintenance, reproduction, and homeostasis. C. Life can be organized in a functional and structural hierarchy ranging from cells to the biosphere. D. Most multicellular organisms are composed of organ systems whose structures reflect their particular function.** |
| **BENCHMARK** |  **SC.912.L.14.45.** | **Describe the histology of the alimentary canal and its associated accessory organs.** |
| **BENCHMARK** |  **SC.912.L.14.46.** | **Describe the physiology of the digestive system, including mechanical digestion, chemical digestion, absorption and the neural and hormonal mechanisms of control.** |
| **BODY OF KNOWLEDGE** |  **FL.SC.912.L.** | **Life Science** |
| **BIG IDEA** |  **SC.912.L.15.** | **Diversity and Evolution of Living Organisms - A. The scientific theory of evolution is the fundamental concept underlying all of biology. B. The scientific theory of evolution is supported by multiple forms of scientific evidence. C. Organisms are classified based on their evolutionary history. D. Natural selection is a primary mechanism leading to evolutionary change.** |
| **BENCHMARK** |  **SC.912.L.15.7.** | **Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.** |
| Grade **12** - Adopted: **2014** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.1.** | **Key Ideas and Details** |
| **BENCHMARK** |  **LAFS.1112.RST.1.2.** | **Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.** |
| **BENCHMARK** |  **LAFS.1112.RST.1.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.2.** | **Craft and Structure** |
| **BENCHMARK** |  **LAFS.1112.RST.2.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.** |
| **BENCHMARK** |  **LAFS.1112.RST.2.5.** | **Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.3.** | **Integration of Knowledge and Ideas** |
| **BENCHMARK** |  **LAFS.1112.RST.3.8.** | **Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.** |
| **BENCHMARK** |  **LAFS.1112.RST.3.9.** | **Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.RST.** | **READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12** |
| **BIG IDEA** |  **LAFS.1112.RST.4.** | **Range of Reading and Level of Text Complexity** |
| **BENCHMARK** |  **LAFS.1112.RST.4.10.** | **By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.1112.WHST.1.** | **Text Types and Purposes** |
| **BENCHMARK** |  **LAFS.1112.WHST.1.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **INDICATOR** |  **LAFS.1112.WHST.1.2.d.** | **Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.** |
| **BODY OF KNOWLEDGE** |  **FL.LAFS.1112.WHST.** | **WRITING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS** |
| **BIG IDEA** |  **LAFS.1112.WHST.2.** | **Production and Distribution of Writing** |
| **BENCHMARK** |  **LAFS.1112.WHST.2.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |

| **Pennsylvania STEELS Standards (AD 2022/IMP 2025)** |
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| **Science** |
| Grades **9-12** - Adopted: **2022** |
| **Discipline** |  **3.1.** | **Life Science** |
| **Strand** |  | **Structure and Function** |
| **Standard** |  **3.1.9-12.B.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |

| **Illinois Learning Standards** |
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| **Science** |
| Grades **9-10** - Adopted: **2014** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.HS-LS.** | **LIFE SCIENCE** |
| **LEARNING STANDARD / DISCIPLINE** |  **HS-LS1.** | **From Molecules to Organisms: Structures and Processes** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  | **Students who demonstrate understanding can:** |
| **STANDARD** |  **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| Grades **9-10** - Adopted: **2010** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Key Ideas and Details** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.2.** | **Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Craft and Structure** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Integration of Knowledge and Ideas** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Range of Reading and Level of Text Complexity** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.RST.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.9-10.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Text Types and Purposes** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.WHST.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **STANDARD** |  **CC.9-10.WHST.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.9-10.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Production and Distribution of Writing** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.9-10.WHST.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
|  |  |  |
| **Illinois Learning Standards** |
| **Science** |
| Grades **11-12** - Adopted: **2014** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.HS-LS.** | **LIFE SCIENCE** |
| **LEARNING STANDARD / DISCIPLINE** |  **HS-LS1.** | **From Molecules to Organisms: Structures and Processes** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  | **Students who demonstrate understanding can:** |
| **STANDARD** |  **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| Grades **11-12** - Adopted: **2010** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Key Ideas and Details** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.2.** | **Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Craft and Structure** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.5.** | **Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Integration of Knowledge and Ideas** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.8.** | **Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.9.** | **Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Range of Reading and Level of Text Complexity** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.RST.10.** | **By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.11-12.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Text Types and Purposes** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.WHST.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **STANDARD** |  **CC.11-12.WHST.2.d.** | **Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.** |
| **STATE GOAL / DISCIPLINARY CONCEPT** |  **IL.11-12.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **LEARNING STANDARD / DISCIPLINE** |  | **Production and Distribution of Writing** |
| **DESCRIPTOR / CONTENT DISCIPLINE** |  **CC.11-12.WHST.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |

| **New York State Learning Standards and Core Curriculum** |
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| **Science** |
| Grades **9-10** - Adopted: **2016** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.HS.6.** | **Structure and Function** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Students who demonstrate understanding can:** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| Grades **9-10** - Adopted: **2011** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Key Ideas and Details** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.2.** | **Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Craft and Structure** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.5.** | **Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Integration of Knowledge and Ideas** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.7.** | **Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.9.** | **Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.9-10.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Range of Reading and Level of Text Complexity** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.RST.10.** | **By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.9-10.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Text Types and Purposes** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.WHST.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **EXPECTATION / CONTENT SPECIFICATION** |  **9-10.WHST.2.d.** | **Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.9-10.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Production and Distribution of Writing** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.WHST.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **9-10.WHST.6.** | **Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.** |
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| **New York State Learning Standards and Core Curriculum** |
| **Science** |
| Grades **11-12** - Adopted: **2016** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.HS.6.** | **Structure and Function** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Students who demonstrate understanding can:** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **HS-LS1-2.** | **Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** |
| Grades **11-12** - Adopted: **2011** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Key Ideas and Details** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.2.** | **Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.3.** | **Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Craft and Structure** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.4.** | **Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.5.** | **Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Integration of Knowledge and Ideas** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.8.** | **Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.9.** | **Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.11-12.RST.** | **Reading Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Range of Reading and Level of Text Complexity** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.RST.10.** | **By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.11-12.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Text Types and Purposes** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.WHST.2.** | **Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.** |
| **EXPECTATION / CONTENT SPECIFICATION** |  **11-12.WHST.2.d.** | **Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.** |
| **STRAND / DOMAIN / UNIFYING THEME** |  **NY.11-12.WHST.** | **Writing Standards for Literacy in Science and Technical Subjects** |
| **CATEGORY / CLUSTER / KEY IDEA** |  | **Production and Distribution of Writing** |
| **STANDARD / CONCEPTUAL UNDERSTANDING** |  **11-12.WHST.4.** | **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.** |