GENERAL NOTES

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

**Instructional Practices**
Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

**Science and Engineering Practices** (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:


For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

**Additional Instructional Resources:**

A.Y.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.
Course Standards

Integrate Standards for Mathematical Practice (MP) as applicable.

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC.912.E.7.1</td>
<td>Analyze the movement of matter and energy through the different biogeochemical cycles, including water and carbon.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Describe that the Earth system contains fixed amounts of each stable chemical element and that each element moves among reservoirs in the solid earth, oceans, atmosphere and living organisms as part of biogeochemical cycles (i.e., nitrogen, water, carbon, oxygen and phosphorus), which are driven by energy from within the Earth and from the Sun.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Annually Assessed on Biology EOC. Also assesses SC.912.L.14.2.</td>
</tr>
<tr>
<td>SC.912.L.14.1</td>
<td>Describe the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Describe how continuous investigations and/or new scientific information influenced the development of the cell theory. Recognize the contributions of scientists in the development of the cell theory.</td>
</tr>
<tr>
<td>SC.912.L.14.2</td>
<td>Relate structure to function for the components of plant and animal cells. Explain the role of cell membranes as a highly selective barrier (passive and active transport).</td>
</tr>
<tr>
<td>SC.912.L.14.3</td>
<td>Compare and contrast the general structures of plant and animal cells. Compare and contrast the general structures of prokaryotic and eukaryotic cells.</td>
</tr>
<tr>
<td>SC.912.L.14.4</td>
<td>Compare and contrast structure and function of various types of microscopes.</td>
</tr>
<tr>
<td>SC.912.L.14.5</td>
<td>Explain the evidence supporting the scientific theory of the origin of eukaryotic cells (endosymbiosis).</td>
</tr>
<tr>
<td>SC.912.L.14.6</td>
<td>Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.</td>
</tr>
<tr>
<td>SC.912.L.14.7</td>
<td>Relate the structure of each of the major plant organs and tissues to physiological processes.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Annually Assessed on Biology EOC.</td>
</tr>
<tr>
<td>SC.912.L.14.26</td>
<td>Identify the major parts of the brain on diagrams or models.</td>
</tr>
<tr>
<td>SC.912.L.14.27</td>
<td>Identify the functions of the major parts of the brain, including the meninges, medulla, pons, midbrain, hypothalamus, thalamus, cerebellum and cerebrum.</td>
</tr>
<tr>
<td>SC.912.L.14.36</td>
<td>Describe the factors affecting blood flow through the cardiovascular system.</td>
</tr>
<tr>
<td>SC.912.L.14.52</td>
<td>Explain the basic functions of the human immune system, including specific and nonspecific immune response, vaccines, and antibiotics.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Annually Assessed on Biology EOC. Also assesses SC.912.L.14.6 HE.912.C.1.7 and HE.912.C.1.9.</td>
</tr>
<tr>
<td>SC.912.L.15.1</td>
<td>Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change.</td>
</tr>
<tr>
<td>SC.912.L.15.2</td>
<td>Discuss the use of molecular clocks to estimate how long ago various groups of organisms diverged evolutionarily from one another.</td>
</tr>
<tr>
<td>SC.912.L.15.3</td>
<td>Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.</td>
</tr>
<tr>
<td>SC.912.L.15.4</td>
<td>Describe how and why organisms are hierarchically classified and based on evolutionary relationships.</td>
</tr>
<tr>
<td>SC.912.L.15.5</td>
<td>Explain the reasons for changes in how organisms are classified.</td>
</tr>
<tr>
<td>SC.912.L.15.6</td>
<td>Discuss distinguishing characteristics of the domains and kingdoms of living organisms.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Annually Assessed on Biology EOC. Also assesses SC.912.L.15.4 SC.912.L.15.5 SC.912.N.1.3 and SC.912.N.1.6.</td>
</tr>
<tr>
<td>SC.912.L.15.8</td>
<td>Describe the scientific explanations of the origin of life on Earth.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Annually Assessed on Biology EOC. Also assesses SC.912.N.1.3 SC.912.N.1.4 and SC.912.N.2.1.</td>
</tr>
<tr>
<td>SC.912.L.15.10</td>
<td>Identify basic trends in hominid evolution from early ancestors six million years ago to modern humans, including brain size, jaw size, language, and manufacture of tools.</td>
</tr>
<tr>
<td>Remarks/Examples:</td>
<td>Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.</td>
</tr>
</tbody>
</table>
Describe how mutation and genetic recombination increase genetic variation.

Explain how and why the genetic code is universal and is common to almost all organisms.

Compare and contrast binary fission and mitotic cell division.

Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

Explain the relationship between mutation, cell cycle, and uncontrolled cell growth potentially resulting in cancer.

Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.

Discuss the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.

Explain how mutations in the DNA sequence may or may not result in phenotypic change. Explain how mutations in gametes may result in phenotypic changes in offspring.

Explain the basic processes of transcription and translation, and how they result in the expression of genes.

Explain the basic molecular structures and primary functions of the four major categories of biological macromolecules.

Discuss mechanisms of evolutionary change other than natural selection such as genetic drift and gene flow.

Explain how mutation and genetic recombination increase genetic variation.

Describe observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.

Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information.


Discuss the cell cycle, including 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.

Compare and contrast binary fission and mitotic cell division.

Describe the cell cycle, including 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.

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

Describe the basic anatomy and physiology of the human reproductive system. Describe the process of human development from fertilization to birth and major changes that occur in each trimester of pregnancy.

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Discuss the cell cycle, including 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.

Compare and contrast binary fission and mitotic cell division.

Describe the process of meiosis, including independent assortment and crossing over. Explain how reduction division results in the formation of haploid gametes or spores.

Compare and contrast mitosis and meiosis and relate to the processes of sexual and asexual reproduction and their consequences for genetic variation.

Discuss the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.

Describe changes in ecosystems resulting from seasonal variations, climate change and succession.

Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.

Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.

Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.

Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

Describe the basic molecular structures and primary functions of the four major categories of biological macromolecules.
SC.912.L.18.2: Describe the important structural characteristics of monosaccharides, disaccharides, and polysaccharides and explain the functions of carbohydrates in living things.

SC.912.L.18.3: Describe the structures of fatty acids, triglycerides, phospholipids, and steroids. Explain the functions of lipids in living organisms. Identify some reactions that fatty acids undergo. Relate the structure and function of cell membranes.

SC.912.L.18.4: Describe the structures of proteins and amino acids. Explain the functions of proteins in living organisms. Identify some reactions that amino acids undergo. Relate the structure and function of enzymes.

SC.912.L.18.7: Identify the reactants, products, and basic functions of photosynthesis.

SC.912.L.18.8: Explain the interrelated nature of photosynthesis and cellular respiration.


SC.912.L.18.10: Connect the role of adenosine triphosphate (ATP) to energy transfers within a cell.

SC.912.L.18.11: Explain the role of enzymes as catalysts that lower the activation energy of biochemical reactions. Identify factors, such as pH and temperature, and their effect on enzyme activity.

SC.912.L.18.12: Discuss the special properties of water that contribute to Earth's suitability as an environment for life: cohesive behavior, ability to moderate temperature, expansion upon freezing, and versatility as a solvent.

Remarks/Examples: Annually assessed on Biology EOC.

For Students in Grades 9-10

Florida Standards Connections for 6-12 Literacy in Science

LAFS.910.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

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.

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.

LAFS.910.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes.

LAFS.910.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

For Students in Grades 11-12

LAFS.1112.RST.1.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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.

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

LAFS.1112.WHST.1.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures, or technical processes.

LAFS.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.

Florida Standards Connections for Mathematical Practices

MAFS.K12.MP.1: Make sense of problems and persevere in solving them.

MAFS.K12.MP.2: Reason abstractly and quantitatively.

MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others. [Viable arguments include evidence.]

MAFS.K12.MP.4: Model with mathematics.

MAFS.K12.MP.5: Use appropriate tools strategically.
Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.

Remarks/Examples:
Assess the reliability of data and identify reasons for inconsistent results, such as sources of error or uncontrolled conditions.

Florida Standards Connections: MAFS.K12.MP.2: Reason abstractly and quantitatively MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

Identify sources of information and assess their reliability according to the strict standards of scientific investigation.

Remarks/Examples:
Read, interpret, and examine the credibility and validity of scientific claims in different sources of information, such as scientific articles, advertisements, or media stories. Strict standards of science include controlled variables, sufficient sample size, replication of results, empirical and measurable evidence, and the concept of falsification.

Florida Standards Connections: LAFS.910.RST.1.1 / LAFS.1112.RST.1.1

Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.

Remarks/Examples:
Collect data/evidence and use tables/graphs to draw conclusions and make inferences based on patterns or trends in the data.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them

Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).

Remarks/Examples:
Science is the systematic and organized inquiry that is derived from observations and experimentation that can be verified or tested by further investigation to explain natural phenomena (e.g. Science is testable, pseudo-science is not science seeks falsifications, pseudo-science seeks confirmations.)

Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.

Remarks/Examples:
Identify scientific questions that can be disproved by experimentation/testing. Recognize that pseudoscience is a claim, belief, or practice which is presented as scientific, but does not adhere to strict standards of science (e.g. controlled variables, sample size, replicability, empirical and measurable evidence, and the concept of falsification).

Florida Standards Connections: MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.

Remarks/Examples:
Recognize that ideas with the most durable explanatory power become established theories, but scientific explanations are continually subjected to change in the face of new evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.

Remarks/Examples:
Explain that a scientific theory is a well-tested hypothesis supported by a preponderance of empirical evidence.

Florida Standards Connections: MAFS.K12.MP.1: Make sense of problems and persevere in solving them and, MAFS.K12.MP.3: Construct viable arguments and critique the reasoning of others

Recognize that theories do not become laws, nor do laws become theories; theories are well supported explanations and laws are well supported descriptions.

Remarks/Examples:
Recognize that theories do not become laws, theories explain laws. Recognize that not all scientific laws have accompanying explanatory theories.

Interpret formula representations of molecules and compounds in terms of composition and structure.

Remarks/Examples:
Write chemical formulas for simple covalent (HCl, SO2, CO2, and CH4), ionic (Na+ + Cl- →NaCl) and molecular (O2, H2O) compounds. Predict the formulas of ionic compounds based on the number of valence electrons and the charges on the ions.

Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

Remarks/Examples:
Differentiate between kinetic and potential energy. Recognize that energy cannot be created or destroyed, only transformed. Identify examples of transformation of energy: Heat to light in incandescent electric light bulbs, light to heat in laser drills, Electrical to sound in radios, Sound to electrical in microphones, Chemical to electrical in battery chargers, Chemical to electric in dry cells, Mechanical to electrical in generators (power plants), Nuclear to heat in nuclear reactors. Gravitational potential energy of a falling object is converted to kinetic energy then to heat and sound. Energy when the object hits the ground.

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
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.

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.

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.

Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Translate quantitative or technical information expressed in words into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

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.

By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propose conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

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.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Draw evidence from informational texts to support analysis, reflection, and research.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch
Graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

In grades 6 – 8, students describe center and spread in a data distribution. Here they choose a summary statistic appropriate to the characteristics of the data distribution, such as the shape of the distribution or the existence of extreme data points.

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Evaluate how environment and personal health are interrelated.

Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

Analyze how heredity and family history can impact personal health.

Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.

English language learners communicate for social and instructional purposes within the school setting.