

Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide



Course Title/ Course #: Life Science 7th Grade

Start day: 1

Meetings: 180 days

Course Description

The Life Science curriculum emphasizes a more complex understanding of change, cycles, patterns, and relationships in the living world. Students will build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. Metric units (SI – International System of Units) are to be used as the primary unit of measurement to gather and report data at this level.

Pacing Resources Assessments MP1

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
2 Weeks (On Going)	LS.1 a-j	Scientific Investigations: Experimental Design & Science Fair Project	Web Resources: Scientific Inquiry Helena Easter- Live Binder Brain Pop: Username: rpschools Password: 4me2use Scientific Method Science Projects Metric Units Standard and Scientific Notation Precision and Accuracy Gizmo: Mean, Median and Mode: Triple Beam Balance: Effect of Environment on New Life Form:	<ul style="list-style-type: none"> • A “Do Now” will require students to identify the independent variable, dependent variable, and sketch a graph based on a situation where the increase in the temperature outside increases the amount of ice cream people eat. • Students will watch two Myth buster videos and will answer questions on a worksheet about the independent variable, dependent, controls, hypothesis, and results that are associated with the videos. • Students will be required to locate a science related article. They will be able to identify and explain how the

			<p>Pendulum Clock: Effect of Temperature on Gender: Seed Germination: Disease Spread: Graphing Skills:</p> <p>Videos: United Streaming/Discovery Education</p> <ul style="list-style-type: none"> • Video Title: Scientific Method and Measurement • Video Title: How Scientist Work: What is Scientific Inquiry • Video Title: The Scientific Method <p>Trade Books:</p> <ul style="list-style-type: none"> • <i>Scientific Method Investigation: A Step-by-Step Guide for Middle-School Students (Science Activity Books)</i> by Schyrlet Cameron, Carolyn Craig & Sherryl Soutee • <i>Case Closed?</i> by Susan Hughes • <i>The Robin Makes a Laughing Sound</i> by Sallie Wolf • <i>The Robin Makes a Laughing Sound</i> by Sallie Wolf <p>Lessons:</p> <ul style="list-style-type: none"> • Thumb Wrestling • Bikini Bottom Olympics • Senses Lab • The New Scientific Method • Real World Science: Scientific Method 	<p>scientific method is involved in the pursuit of knowledge or in the solving of a problem? Students will present a summary of their articles to the class, along with their own thoughts on the importance of the information.</p> <ul style="list-style-type: none"> • Performance-based tasks • Teacher observation of students engaged in cooperative learning investigations • KWL • Class created science rubrics • Science notebooks • Informal assessment through observation of students' participating in hands-on activities • Use of vocabulary in the classroom discussions and as they carry out science investigations.
2.5 Weeks	LS.2 a-d	Cells: Plant & Animal Theory & Structure	<p>Web Resources: Structure and Function of Cells Biology Motion: Mitosis and Meiosis Cell Virtual Tour Components of Plant and Animal Cells Helena Easter- Live Binder</p> <p>Brain Pop: Username: rpschools Password: 4me2use Cells</p>	<ul style="list-style-type: none"> • Students are able to identify the essential parts of the microscope. • Students will create a journal entry that compares and contrasts the differences between plant (cell wall and chloroplasts) and animal cells. • Appropriately create and label a 3D model of a cell.

			<p>Stem Cells Mitosis Cell Specialization Microscopes</p> <p>Gizmo: Cell Structure: Cell Division:</p> <p>Videos: United Streaming/Discovery Education</p> <ul style="list-style-type: none"> • Video Title: Assignment Discovery: Cells • Video Title: Cell Division • Video Title: Cell Theory • Video Title: Biologix: Comparison of Mitosis and Meiosis <p>Trade Books:</p> <ul style="list-style-type: none"> • <i>Microscopes and Telescopes</i> by Rebecca Stefoff • <i>Invincible Microbe: Tuberculosis and the Never-Ending Search for a Cure</i> by Jim Murphy and Alison Blank • <i>The Basics of Cell Life with Max Axiom, Super Scientist</i>, by Amber Keyser • <i>What is Cell Theory?</i> by Marina Cohen <p>Lessons:</p> <ul style="list-style-type: none"> • Cell City Analogy • Cell Structure and Function • Cell Theory and Cells • Cell Cycle • Twizzler Mitosis 	<ul style="list-style-type: none"> • Create a cartoon or a series of cartoons/sketches that illustrate the basic characteristics of life. • Create a Venn diagram that compares prokaryotic and eukaryotic cells. Categories for comparison may include size, DNA structure, types of organisms, and organelles. • Place students in groups of 3 or 4 students. Have them create a cell analogy. Depending on your students, you may have them come up with their own categories or you can provide guidance by giving them a specific category. For example, they can compare the cell to a school, a sports team, a prison, a factory, or a car. • Performance-based tasks • Teacher observation of students engaged in cooperative learning investigations • KWL • Informal assessment through observation of students' participating in hands-on activities • Use of vocabulary in the classroom discussions.
2.5 Weeks	LS.3 a-b	Cells: Organization, Functions & Processes	<p>Web Resources: Cellular Structure and Organization Human Anatomy Online Human Body Systems Helena Easter- Live Binder</p>	<ul style="list-style-type: none"> • Create a mural of careers that deal with the health of body systems. • Interview someone working in a STEM career that is associated with the health of body system; report your results to the class.

Brain Pop:

Username: rpschools Password: 4mc2use

- [Diffusion](#)
- [Active Transport](#)
- [Metabolism](#)
- [Human Body](#)
- [Cellular Respiration](#)

Gizmo:

- [Diffusion:](#)
- [Osmosis:](#)
- [Digestive System:](#)
- [Circulatory System:](#)
- [Homeostasis:](#)

Videos:

United Streaming

- Video Title: [Transport Across Membranes](#)
- Video Title: [Life Science: Human Body](#)
- Video Title: [Passive Transport](#)
- Video Title: [Active Transport](#)
- Video Title: [The Basic Biology: How Living Things are Structured](#)

Trade Books:

- *Human Body* by Richard Walker
- *Ouch! How Your Body Makes It Through a Very Bad Day* by Richard Walker
- *Complete Book of the Human Body* by Anna Claybourne
- *The World of Microbes: Bacteria, Viruses, and Other Microorganisms (Understanding Genetics)* by Janey Levy

Lessons:

- [Characteristic of Life Lab](#)
- [Feedback Mechanism](#)
- [Diffusion and Osmosis](#)
- [I Hear You Knocking But Can't Come In](#)
- [Cell Structure](#)

- Students will create journal entries on the various organ systems.
- Color and identify the various organs associated with a particular organ system.
- Why do organisms require different levels of cellular organization?
- What are the four levels of organization?
- Do unicellular organisms have levels of organization?
- Explain how cellular organization compares to the organization of topics in a textbook.
- List examples of organisms that contain cells, tissues, organs and organ systems.
- Performance-based tasks
- Teacher observation of students engaged in cooperative learning investigations
- KWL
- Class created science rubrics
- Science notebooks
- Informal assessment through observation of students' participating in hands-on activities
- Use of vocabulary in the classroom discussions.

2 Weeks	LS: 1a-j , LS.2a-d , LS.3a-b	Review – Reteach – Benchmark Assessment 1		
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Pacing Resources Assessments MP2

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
2 Weeks	LS.12 a-f	Organisms: Reproduction and Genetics	<p>Web Resources: Protein Synthesis DNA and Genetic Engineering: DNA Interactive Mendel Web – genetics Web site: Genetic Information Reproduction and Heredity Pea Plant Experiment Inherited and Acquired Traits Helena Easter- Live Binder</p> <p>Brain Pop: Username: rpschools Password: 4me2use DNA Heredity Genetics Genetic Mutations RNA Dolly The Sheep</p> <p>Gizmo: Building DNA: Mouse Genetics(One Trait): Inheritance: Chicken Genetics: Human Karyotyping:</p> <p>Videos: United Streaming</p> <ul style="list-style-type: none"> • Video Title: Biology: The Science of Life: DNA: The Master Molecule of Life • Video Title: Standard Deviants Teaching Systems: Biology: Module 02: Heredity and Inheritance • Video Title: Greatest Discoveries with Bill Nye: Genetics • Video Title: Gregor Mendel's Rules of Heredity: Using Punnett Squares 	<ul style="list-style-type: none"> • Students will be asked to create a new species and to identify dominant and recessive traits that the species will have. Have each student create her own creature using the traits she came up with. Pair up the students and have them first create a Punnett square for each trait that will be passed down to the next generation. • Create a model a DNA molecule make it code for an “amino acid” that will perform a certain task. • Explain how traits are inherited in plants and animals from parents and how they differ from acquired traits. • Recognize different common dominant and recessive traits and explain how they are inherited. • Students will examine an “evolutionary tree” and draw conclusions about how function and ancestry influence the order and structure of the forelimbs of animals. • Performance-based tasks • Teacher observation of students engaged in cooperative learning investigations • KWL • Class created science rubrics

			<p>Trade Books:</p> <ul style="list-style-type: none"> • <i>From Mendel's Peas to Genetic Fingerprinting - Discovering Inheritance</i> by Sally Morgan • <i>Cell Division and Genetics</i> by Robert Snedden • <i>Genes and DNA</i> by Richard Walker <p>Lessons:</p> <ul style="list-style-type: none"> • Genetics • Have Your DNA and Eat It Too • Mendel's Pea Plants • Heredity Review • You've Come Along Way Dolly 	<ul style="list-style-type: none"> • Science notebooks • Informal assessment through observation of students' participating in hands-on activities • Use of vocabulary in the classroom discussions.
1.5 Weeks	LS.4 a-b	Organisms: Classification	<p>Web Resources: The 6 Kingdoms: Kingdoms of Living Things Protist Internet Lab Helena Easter- Live Binder</p> <p>Brain Pop: Username: rpschools Password: 4me2use Classification Six Kingdoms Vertebrates Invertebrates Bacteria</p> <p>Gizmo: Dichotomous Keys:</p> <p>Videos: United Streaming</p> <ul style="list-style-type: none"> • Video Title: The Basics of Biology: The Kingdom of Animals: From Simple to Complicated • Video Title: Life Science: The Basics: Classification of Living Things 	<ul style="list-style-type: none"> • Explain why scientists use Latin when using the binomial nomenclature system. • Write or type genus and species names correctly. • Describe the difference between a genus group and a species group. • Use classification trees and taxonomic keys to identify organisms or objects. • Create classification trees and taxonomic keys to organize organisms or objects. • Compare and contrast multicellular and unicellular organisms. • Create a poster comparing and contrasting autotrophic and heterotrophic organisms.

			<ul style="list-style-type: none"> • Video Title: The Biological Classification of Living Things <p>Trade Books:</p> <ul style="list-style-type: none"> • <i>When Fish Got Feet, Sharks Got Teeth, and Bugs Began to Swarm</i> by Hannah Bonner • <i>Classification of Living and Nonliving Things</i> by Elizabeth Rose • <i>Classifying Living Things</i> by Darlene R. Stille • <i>Archaea: Salt-Lovers, Methane-Makers, Thermophiles, and Other Archaeans (A class of their own)</i> by David M. Baker • <i>The Diversity of Species (Timeline: Life on Earth)</i> by Michael Bright <p>Lessons:</p> <ul style="list-style-type: none"> • Classifying • Biological Classification • Classification-Animals • Dichotomous Key • Label Parts of a Plant 	<ul style="list-style-type: none"> • Describe the characteristics of the six kingdoms of living things using the terms multicellular, unicellular, autotroph, heterotroph, eukaryote and prokaryote. • Performance-based tasks • Teacher observation of students engaged in cooperative learning investigations • KWL • Class created science rubrics • Science notebooks • Informal assessment through observation of students' participating in hands-on activities • Use of vocabulary in the classroom discussions.
2 Weeks	LS.6 a-d & LS.11 a	Organisms: Relationships & Energy Flow in Ecosystems	<p>Web Resources:</p> <ul style="list-style-type: none"> • What's for Dinner • Grouping Biological Niches • Food Webs in the Bay • Food Webs and Energy Flow • Renewable Energy Sources • Helena Easter- Live Binder <p>Brain Pop: Username: rpschools Password: 4me2use</p> <ul style="list-style-type: none"> • Water Cycle • Carbon Cycle • Nitrogen Cycle • Food Web • Energy Pyramid 	<ul style="list-style-type: none"> • Student will identify a limiting factor that has affected their component of the habitat and identify this factor as abiotic or biotic. • Habitats vs. Niche- ask students to define the terms habitat and niche. What do you think your habitat or niche is. Explain the main differences and similarities of the two terms. Stress that a niche is much like an occupation, or the organism's role, while the habitat is its home. • Each student should select a specific species and conduct library research about how change

			<p>Gizmo: Cell Energy Cycle Water Cycle Food Chain Pond Ecosystem Forest Ecosystem Prairie Ecosystem</p> <p>Videos: United Streaming</p> <ul style="list-style-type: none"> • Video Title: The Water Cycle • Video Title: Elements of Biology: Ecosystems: Organisms and Their Environment • Video Title: Food Chains • Video Title: Biology: The Science of Life: Ecology: Organisms in Their Environment • Video Title: Food Chains and Webs <p>Trade Books:</p> <ul style="list-style-type: none"> • <i>Drip! Drop!: How Water Gets to Your Tap</i> by Barbara Seuling • <i>Eco-Tracking: On the Trail of Habitat Change (Worlds of Wonder)</i> by Daniel Shaw • <i>Eat Fresh Food: Awesome recipes for Teen Chefs</i> by Rozanne Gold • <i>How to Clean a Hippopotamus: A look at Unusual Animal Partnerships</i> by Steve Jenkins and Robin Page • <i>Making Good Choices About Non Renewable Resources (Green Matters)</i> by Paula Johanson • <i>An Overcrowded World? Our Impact on the Planet (21st Century Debates)</i> by Rob Bowden • <i>Weird Meat-Eating Plants (Bizarre Science)</i> by Nathan Aaseng 	<p>in their local climate might affect their selected animal</p> <ul style="list-style-type: none"> • Performance-based tasks • Teacher observation of students engaged in cooperative learning investigations • KWL • Class created science rubrics • Science notebooks • Informal assessment through observation of students' participating in hands-on activities • Use of vocabulary in the classroom discussions.
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			<p>Lessons:</p> <ul style="list-style-type: none"> • Ecosystem Web Organizer • Interpreting a Food Web • Environment, Energy Flow and Cycles • Ecosystems and Biomes • Ecology • Ecology Unit Plan 	
2 Weeks	LS.5 a-c	Photosynthesis: Physical & Chemical Processes	<p>Web Resources:</p> <p>Photosynthesis The Wonderful World of Trees Why Do Leaves Change Color in the Fall? A Look at Photosynthesis Internet Lesson Helena Easter- Live Binder</p> <p>Brain Pop: Username: rpschools Password: 4me2use Photosynthesis Plant Growth Seedless Plants Seed Plants</p> <p>Gizmo: Plants and Snails Photosynthesis Lab</p> <p>Videos: United Streaming</p> <ul style="list-style-type: none"> • Video Title: Inside Plants: Photosynthesis in Detail • Video Title: The World of Plants: Photosynthesis <p>Trade Books:</p> <ul style="list-style-type: none"> • <i>Understanding Photosynthesis With Max Axiom, Super Scientist</i>, by Liam O'Donnell <p>Lessons:</p> <ul style="list-style-type: none"> • Photosynthesis and Cellular Respiration • Photosynthesis • Investigating Photosynthesis: 	<ul style="list-style-type: none"> • Students will participate in a discussion about the role of water in photosynthesis and predict what would happen to their plants if there were no water available • Label the various parts of a plant and identify their role in photosynthesis • Students will take a plant and design and conduct an experiment based on the role that Carbon Dioxide plays in photosynthesis • Performance-based tasks • Teacher observation of students engaged in cooperative learning investigations • KWL • Class created science rubrics • Science notebooks • Informal assessment through observation of students' participating in hands-on activities • Use of vocabulary in the classroom discussions.

			Discovering what plants need for photosynthesis <ul style="list-style-type: none"> • Mission to Mars: Photosynthesis 	
1.5 Weeks	LS1a-j – LS.6a-d , LS.11a :	Review – Reteach – Benchmark Assessment 2		

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<u>Pacing Resources Assessments MP3</u>				
Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
2 Weeks	LS.8a-e	Populations: Predators, Prey & Symbiotic Relationships	<p>Lessons:</p> <p>Handouts (See in LS. 8 Folder)</p> <ul style="list-style-type: none"> • Population Interaction Activity • Predator-Prey Relationships • Peppered Moth Simulator Peppered Moths (student handout) AND Peppered Moths Simulation (Online Simulation) <p>Gizmo: Rabbit Population By Season</p> <p>Brain Pop: Username: rpschools Password: 4me2use Our Fragile Environment</p> <p>SOL Pass: SOL Pass Competition and Cooperation Flashcards and Match-up Game</p>	<p>Interactive Achievement: (Teacher-Generated)</p> <p>Assessments for LS.8) IA Assessment</p> <p>Quia Ecosystems Predator and Prey Online Quiz: Quiz</p> <p>McGraw Online Student Learning Center; Community Ecology Online Quiz: Quiz</p> <p>Gizmo: Quiz on Rabbit Population By Season</p> <p>Brain Pop: Username: rpschools Password: 4me2use Population Growth Quiz</p> <p>SOL Pass: Competition and Cooperation Flashcards and Match-up Game as Assessment</p>
Ongoing	LS. 1a-j	Scientific Investigations: Experimental Design	<p>Web Resources: Scientific Inquiry</p> <p>Gizmo: Mean, Median and Mode: Triple Beam Balance: Effect of Environment on New Life Form: Pendulum Clock: Effect of Temperature on Gender: Seed Germination:</p>	<p>SOL Pass Released Test Questions: LS.1 Released Test Questions</p> <p>Interactive Achievement: (Teacher-Generated Assessments for LS.1) IA Assessment</p> <p>Quia: LS.1 Quiz</p> <p>Brain Pop: Username: rpschools Password: 4me2use</p>

			<p><u>Disease Spread:</u> <u>Graphing Skills:</u></p> <p>Videos: United Streaming/Discovery Education (http://www.unitedstreaming.com/)</p> <ul style="list-style-type: none"> • Video Title: Scientific Method and Measurement • Video Title: How Scientist Work: What is Scientific Inquiry • Video Title: The Scientific Method <p>Trade Books:</p> <ul style="list-style-type: none"> • <i>Scientific Method Investigation: A Step-by-Step Guide for Middle-School Students (Science Activity Books)</i> by Schyrlet Cameron, Carolyn Craig & Sherryl Souttee • <i>Case Closed?</i> By Susan Hughes • <i>The Robin Makes a Laughing Sound</i> by Sallie Wolf 	<p><u>Quiz</u></p>
2 Weeks	Ls.4c.d	Organisms: Animal Phyla & Species Characteristics	<p>Lessons:</p> <p>Handouts (See in LS. 4 Folder)</p> <ul style="list-style-type: none"> • Animal Phyla Fill In Chart Classification KWL • Create Your Own Dichotomous Key Activity (Attached) • Taxonomy and Me <p>Powerpoint:</p> <ul style="list-style-type: none"> • Animal Phyla PPT with Video <p>Webquest:</p> <ul style="list-style-type: none"> • What did T. Rex Taste Like? T. rex Webquest on Classification <p>Gizmo:</p>	<p>Classification Assessment (See in LS. 4 Folder)</p> <p>Classification Quiz (See in LS. 4 Folder)</p> <p>Gizmo: Rainfall and Bird Beaks Classification with Selective Pressure GIZMO (Use Built-In Assessment)</p> <p>Interactive Achievement: (Teacher-Generated Assessments for LS.4) IA Assessment</p> <p>Brain Pop: Username: rpschools Password: 4me2use Classification Quiz</p> <p>Quia:</p>

			Rainfall and Bird Beaks Classification with Selective Pressure GIZMO Brain Pop: Username: rpschools Password: 4me2use Classification Video	Classification Quiz
2 Weeks	LS.7a.d	Populations: Interactions & Influence of Behavior	Lessons: Handouts (See in LS. 7 Folder) <ul style="list-style-type: none"> • Ecology Scavenger Hunt with Pictures • Ecology Scavenger Hunt • Ecosystem Organizer • Ecosystem Organizer KEY • Food Chains and Webs HW Packet • Food Web Snapshot • Population Interactions Activity • Predator-Prey Questions • Simba Snapshot • Abiotic Vocabulary Snapshot • Weasel Population Activity • What is an adaptation? Snapshot Gizmo: Food Chain Brain Pop: Username: rpschools Password: 4me2use Population Growth	Interactive Achievement: (Teacher-Generated Assessments for LS.7) IA Assessment Gizmo: Food Chain (Use Built-In Assessment) Brainpop: Username: rpschools Password: 4me2use Population Growth (Use Built-In Assessment) Population Interactions Assessment (See in LS. 7 Folder)

2 Weeks	LS.9a-c	Organisms: Adaptations to Abiotic & Biotic Factors	<p>Lessons:</p> <p>Handouts (See in LS. 8 Folder)</p> <ul style="list-style-type: none"> • 7 Land Biomes Video • Ant Video and Note Page • Biome HW 3 Copies Per Page • Biome Postcard Activity • Biome Postcard Project • Biome homework(See in LS. 8 Folder) • Biomes Matching Activity Cards • Biomes Matching Activity • Biomes Test Study Guide • Biomes “Who Am I?” Game • Biomes Summary <p>Gizmo: Freshwater Biome (Pollution) Marine Biome (Ocean Mapping)</p> <p>Brain Pop: Username: rpschools Password: 4me2use Land Biomes</p>	<p>Interactive Achievement: (Teacher-Generated Assessments for LS.9) IA Assessment</p> <p>Also in folder, created LS.9 IA Test</p> <p>Gizmo: Freshwater Biome (Pollution) Marine Biome (Ocean Mapping) (Use Built-In Assessment)</p> <p>Brain Pop: Username: rpschools Password: 4me2use Land Biomes (Use Built-In Assessment)</p> <p>Quia: Land Biomes Challenge Quiz</p>
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Pacing Resources Assessments MP4

Time Frame	Standards of Learning	Units/ Topics/ Concepts	Resources	Assessments
3 Weeks	LS.10a-c	Ecosystems: Adaptations and Change	<p>Lessons:</p> <p>Handouts (See in LS. 10 Folder)</p> <ul style="list-style-type: none"> • Animal Unit Student Workbook • California Clapper Rain Activity • Ecosystem Packet Organisms Population Community • Ecosystems Over Time Study Guide • Food Chains and Food Webs • Introduction to Eutrophication • Lesson 1 Worksheet • LS.10 Word search • Plant Response Growth Packet • Six Kingdoms <p>Video: Where do animals go in the Winter</p> <p>Powerpoints: Niches, Population Adaptation, Population Size (See in LS. 10 Folder)</p> <p>Gizmo: Estimating Fish Population Over Time with Human Impacts</p> <p>Brain Pop: Username: rpschools Password: 4me2use Population Growth Over Time</p>	<p>Interactive Achievement: (Teacher-Generated Assessments for LS.10) IA Assessment</p> <p>Also in folder, created LS. 10 Exam</p> <p>Gizmo: Estimating Fish Population Over Time with Human Impacts (Use Built-In Assessment)</p> <p>Brain Pop: Username: rpschools Password: 4me2use Population Growth Over Time (Use Built-In Assessment)</p> <p>Quia: End of Unit Assessment (Rigorous)</p>

<p>3 Weeks</p>	<p>LS.13a-c</p>	<p>Populations: Changes Over Time</p>	<p>Web Resources: Evolution Worksheets and Student Activities</p> <p>CK-12 Biology Chapter 10 Worksheets (Evolution)</p> <p>Powerpoint: Evolution</p> <p>Gizmo: Evolution: Mutation and Selection</p> <p>Brain Pop: Username: rpschools Password: 4me2use Evolution</p>	<p>Interactive Achievement: (Teacher-Generated Assessments for LS.10) IA Assessment</p> <p>Gizmo: Evolution: Mutation and Selection (Use Built-In Assessment)</p> <p>Brain Pop: Username: rpschools Password: 4me2use Evolution (Use Built-In Assessment)</p> <p>Quia: Evolution Quiz</p>
<p>3 Weeks</p>	<p>LS.11b-e</p>	<p>Ecosystems: Human Interactions & Dynamics</p>	<p>Lessons:</p> <p>Handouts (See in LS. 11 Folder)</p> <ul style="list-style-type: none"> • Acid Rain and Air Quality on EPA Website • Acid Rain Crossword and Discussion Questions • Acid Rain Reading Questions • Environmental Hazards Benefit Cost Outline • Environmental Policy Study Guide • Environmental Hazard Snapshot • Humans and the Environment with Smokey the Bear Worksheet (In Folder) and Website Activity: Forest Fires • Hydroelectric Plant Reading • It Goes Where? Septic Tank Questions • Schematic Drawing of a Septic Tank • Wasting Resources Snapshot • Water, Electricity, and Gas Exploration 	<p>Interactive Achievement: (Teacher-Generated Assessments for LS.10) IA Assessment</p> <p>Gizmo: Human Impacts on a Pond Ecosystem Human Impacts on a Forest Ecosystem (Use Built-In Assessment)</p> <p>Brain Pop: Username: rpschools Password: 4me2use Humans and the Environment (Use Built-In Assessment)</p> <p>Quia: Human Impact on the Environment Test</p>

			<p>Powerpoint: (See in LS. 11 Folder) Go Green</p> <p>Video: Ted Talk on the Environment</p> <p>Gizmo: Human Impacts on a Pond Ecosystem Human Impacts on a Forest Ecosystem</p> <p>Brain Pop: Username: rpschools Password: 4me2use Humans and the Environment</p>	
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Course Title/ Course #: Life Science

Science Standards of Learning Curriculum Framework 2010



Life Science

Board of Education
Commonwealth of Virginia

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The 2010 *Science Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.doe.virginia.gov>.

Virginia Science Standards of Learning Curriculum Framework 2010 Introduction

The *Science Standards of Learning Curriculum Framework* amplifies the *Science Standards of Learning for Virginia Public Schools* and defines the content knowledge, skills, and understandings that are measured by the Standards of Learning tests. The Science Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by identifying essential understandings and defining the essential content knowledge, skills, and processes students need to master. This supplemental framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

School divisions should use the *Science Curriculum Framework* as a resource for developing sound curricular and instructional programs. This framework should not limit the scope of instructional programs. Additional knowledge and skills that can enrich instruction and enhance students' understanding of the content identified in the Standards of Learning should be included as part of quality learning experiences.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge and skills from Standards of Learning presented in previous grades as they build scientific expertise.

The Board of Education recognizes that school divisions will adopt a K–12 instructional sequence that best serves their students. The design of the Standards of Learning assessment program, however, requires that all Virginia school divisions prepare students to demonstrate achievement of the standards for elementary and middle school by the time they complete the grade levels tested. The high school end-of-course Standards of Learning tests, for which students may earn verified units of credit, are administered in a locally determined sequence.

Each topic in the *Science Standards of Learning Curriculum Framework* is developed around the Standards of Learning. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Understanding the Standard (K-5); Essential Understandings (middle and high school); and Essential Knowledge, Skills, and Processes. The purpose of each column is explained below.

Understanding the Standard (K-5)

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain suggestions and resources that will help teachers plan instruction focusing on the standard.

Essential Understandings (middle and high school)

This section delineates the key concepts, ideas and scientific relationships that all students should grasp to demonstrate an understanding of the Standards of Learning.

Essential Knowledge, Skills and Processes (K-12)

Each standard is expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to be the key knowledge and skills that define the standard.

Standard LS.1

- LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
- a) data are organized into tables showing repeated trials and means;
 - b) a classification system is developed based on multiple attributes;
 - c) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data;
 - d) models and simulations are constructed and used to illustrate and explain phenomena;
 - e) sources of experimental error are identified;
 - f) dependent variables, independent variables, and constants are identified;
 - g) variables are controlled to test hypotheses and trials are repeated;
 - h) data are organized, communicated through graphical representation, interpreted, and used to make predictions;
 - i) patterns are identified in data and are interpreted and evaluated; and
 - j) current applications are used to reinforce life science concepts.

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Overview

The skills described in standard LS.1 are intended to define the “investigate” component of all of the other Life Science standards (LS.2–LS.14). The intent of standard LS.1 is that students will continue to develop a range of inquiry skills and achieve proficiency with those skills in the context of the concepts developed in the Life Science course. This does not preclude explicit instruction on a particular inquiry skill or skills, but standard LS.1 does not require a discrete unit on scientific investigation. It is also intended that by developing these skills, students will achieve greater understanding of scientific inquiry and the nature of science, as well as more fully grasp the content-related concepts. Models, simulations and current applications should be used throughout the course in order to learn and reinforce science concepts.

Across the grade levels, kindergarten through high school, the skills in the first standards form a nearly continuous sequence. It is very important that the Life Science teacher be familiar with the skills in the sequence leading up to standard LS.1 (6.1, 5.1, 4.1).

Standard LS.1

<p>LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> data are organized into tables showing repeated trials and means; a classification system is developed based on multiple attributes; triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data; models and simulations are constructed and used to illustrate and explain phenomena; sources of experimental error are identified; dependent variables, independent variables, and constants are identified; variables are controlled to test hypotheses and trials are repeated; data are organized, communicated through graphical representation, interpreted, and used to make predictions; patterns are identified in data and are interpreted and evaluated; and current applications are used to reinforce life science concepts. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world. The nature of science includes the following concepts <ol style="list-style-type: none"> the natural world is understandable; science is based on evidence - both observational and experimental; science is a blend of logic and innovation; scientific ideas are durable yet subject to change as new data are collected; science is a complex social endeavor; and scientists try to remain objective and engage in peer review to help avoid bias. Expected results are reflected in the organization of a data table, which includes areas to record the number of repeated trials, levels of the independent variable, measured results for the dependent variable, and analysis of the results by calculation of mathematical means. Scientists create and apply classification systems to organize information and discern patterns. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> make connections between the components of the nature of science and their investigations and the greater body of scientific knowledge and research. design a data table to organize all components of an investigation in a meaningful way. develop and use a classification system that uses numerous attributes to organize information and discern patterns. select and use appropriate tools and techniques for collecting qualitative and quantitative data in classroom and field investigations. create and use mental and physical models (including simulations) as ways to visualize explanations of ideas and phenomena. identify potential sources of error in the design of an experiment. evaluate the design of an experiment and the events that occur during an investigation to determine which factors may affect the results of the experiment. This requires students to examine the experimental procedure and decide where or if they have made mistakes. identify what is deliberately changed in the experiment and what is to be measured as the dependent variable.

Standard LS.1

<p>LS.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> data are organized into tables showing repeated trials and means; a classification system is developed based on multiple attributes; triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data; models and simulations are constructed and used to illustrate and explain phenomena; sources of experimental error are identified; dependent variables, independent variables, and constants are identified; variables are controlled to test hypotheses and trials are repeated; data are organized, communicated through graphical representation, interpreted, and used to make predictions; patterns are identified in data and are interpreted and evaluated; and current applications are used to reinforce life science concepts. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<ul style="list-style-type: none"> Appropriate tools and techniques are used to gather data during scientific investigations. Measurements are collected using the International System of Units (metric units) of measurement. Mental and physical models, including computer and other simulations, can be helpful in explaining events or sequences of events that occur. They can be used as part of scientific explanations to support data or represent phenomena, especially those that are not easily seen directly or must be inferred from data. Potential sources of error in the experimental design must be identified. To communicate the plan of an experiment accurately, the independent variable, dependent variable, and constants must be explicitly defined. To establish that the events of an experiment are the result of manipulating the independent variable, the experiment must be controlled by observing the effects without the application of the independent variable. The results can be compared with this standard or control. Not all experiments have a control. Multiple trials of an experiment must be conducted to verify the results. Analysis of observed results of systematic investigations includes 	<ul style="list-style-type: none"> analyze the variables in an experiment and decide which ones must be held constant (not allowed to change) in order for the investigation to represent a fair test. This requires students to comprehend what “variables” are and to apply that idea in new situations related to the <i>Life Science Standards of Learning</i> concepts. determine the specific component of an experiment to be changed as an independent variable and control the experiment by conducting trials for the experiment in which the independent variable is not applied. This requires the student to set up a standard to which the experimental results can be compared. The student must use the results of the controlled trials to determine whether the hypothesized results were indeed due to the independent variable. construct appropriate graphs, using data sets from investigations. This requires the student to recognize that a line graph is most appropriate for reporting continuous or real-time data. This also requires a student to comprehend that points along the line that are not actual data points can be used to make predictions. Students should be able to interpret and analyze these graphs. distinguish between observational and experimental investigations. develop conclusions based on a data set and verify whether the data set truly supports the conclusion. This requires students to cite references to the data that specifically support their conclusions.

Standard LS.1

LS.1	<p>The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which</p> <ol style="list-style-type: none"> data are organized into tables showing repeated trials and means; a classification system is developed based on multiple attributes; triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, and probeware are used to gather data; models and simulations are constructed and used to illustrate and explain phenomena; sources of experimental error are identified; dependent variables, independent variables, and constants are identified; variables are controlled to test hypotheses and trials are repeated; data are organized, communicated through graphical representation, interpreted, and used to make predictions; patterns are identified in data and are interpreted and evaluated; and current applications are used to reinforce life science concepts. 	
Essential Understandings	Essential Knowledge, Skills, and Processes	
<p>construction and interpretation of graphs. Such interpretation can be used to make predictions about the behavior of the dependent variable in other situations and to explore potential sources of error in the experiment. This analysis can be used to support conclusions about the results of the investigation.</p> <ul style="list-style-type: none"> Investigations can be classified as observational (descriptive) studies (intended to generate hypotheses), or experimental studies (intended to test hypotheses). Science concepts are applied through observations and connections with everyday life and technology. 		

Standard LS.2

- LS.2 The student will investigate and understand that all living things are composed of cells. Key concepts include
- a) cell structure and organelles;
 - b) similarities and differences between plant and animal cells;
 - c) development of cell theory; and
 - d) cell division.

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Overview

This standard builds on the general concept in science standard 5.5 that states that living things are made of cells. The emphasis here is on the concept that cells are the unit of structure and function of living things and on the concept of subcellular components, or organelles, each with a particular structure and function. The historical contributions of many scientists to the establishment of the cell theory are also important for students to understand. This standard also introduces students to the concept of cell division. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.2

<p>LS.2 The student will investigate and understand that all living things are composed of cells. Key concepts include</p> <ol style="list-style-type: none"> cell structure and organelles; similarities and differences between plant and animal cells; development of cell theory; and cell division. 	
Essential Understandings	Essential Knowledge, Skills, and Processes
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> The structure of a cell organelle is suited to the function carried out by that organelle. Division of labor within a cell is essential to the overall successful function of the cell. Similarities and differences in plants and animals are evident at the cellular level. Plant and animal cells contain some of the same organelles and some that differ. Cell theory includes the following components: all living things are composed of cells; cells are the smallest unit (structure) of living things that can perform the processes (functions) necessary for life; and living cells come only from other living cells. † The development of cell theory can be attributed to the major discoveries of many notable scientists. The development of cell theory has been dependent upon improvements in the microscope technologies and microscopic techniques throughout the last four centuries. † Continuing advances in microscopes and instrumentation have increased the understanding of cell organelles and their functions. Many of these organelles can now be observed with a microscope (light, electron). Cells go through a life cycle known as the cell cycle. The phases of the cell cycle are interphase, mitosis, and cytokinesis. (Although it is appropriate for students at this level to learn to recognize the stages of the cell cycle and mitosis, an exploration of the individual stages of meiosis may be reserved for high school Biology.) The purpose of mitosis is to produce new cells for growth and repair that are identical to the parent cell. The purpose of meiosis is to produce reproductive (sex) cells that carry half the genetic material of the parent. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> distinguish among the following: cell membrane, cytoplasm, nucleus, cell wall, vacuole, mitochondrion, endoplasmic reticulum, and chloroplast. correlate the structures of cell organelles with their functions. compare and contrast examples of plant and animal cells, using the light microscope and images obtained from other microscopes. describe and sequence the major points in the development of the cell theory. identify the three components of the cell theory. † sequence the steps in the cell cycle, including the phases of mitosis. differentiate between the purpose of mitosis and meiosis. design an investigation from a testable question related to animal and plant cells. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis. An example of such a question is: “Do onion cells vary in shape or structure depending on where they are found in the plant?” <p style="text-align: right;">†Revised June 2013</p>

Standard LS.3

- LS.3 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include
- a) cells, tissues, organs, and systems; and
 - b) patterns of cellular organization and their relationship to life processes in living things.

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Overview

This standard emphasizes the fact that among living organisms, there is a universality of the functions that maintain life. This standard continues to build upon students' knowledge of these functions and introduces students to the process of cellular transport. With the exception of the structures associated with plant reproduction, which are highlighted in 4.4, this is the students' introduction to the specific structures of plants and animals that enable them to perform life functions. Students are introduced to the concepts of unicellular and multicellular organisms and division of labor. This standard is not intended to require student understanding of the details of human body systems. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.3

<p>LS.3 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include</p> <p>a) cells, tissues, organs, and systems; and</p> <p>b) patterns of cellular organization and their relationship to life processes in living things.</p>	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> • Cells that have the same function group together to form tissues. Tissues that have the same function group together to form organs. Organs with similar functions group to work together in an organ system. • Unicellular organisms are made of only one cell. Multicellular organisms are made of many cells. • Multicellular organisms exhibit a hierarchy of cellular organization. They are complex in that there is a division of labor among the levels of this hierarchy for carrying out necessary life processes. • Cells perform numerous functions and processes including cellular respiration, waste breakdown and removal, growth and division, and cellular transport. • Osmosis is the passive transport of water molecules across a cell membrane. Diffusion is the passive transport of substances other than water across a cell membrane. Cell membranes are selectively permeable to various substances. (A discussion of facilitated diffusion, tonicity, and active transport should be reserved for high school Biology.) • Living things carry out life processes including ingestion, digestion and removal of waste, stimulus response, growth and repair, gas exchange, and reproduction. • Numerous factors can strongly influence the life processes of organisms. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> • explain the relationship among cells, tissue, organs, and organ systems. • differentiate between unicellular organisms and multicellular organisms and name common examples of each. • compare and contrast how unicellular and multicellular organisms perform various life functions. This includes the application of knowledge about systems in organisms. • explain the role that each life function serves for an organism: ingestion, digestion and removal of waste, stimulus response, growth and repair, gas exchange, and reproduction. • explain that there is a specific range or continuum of conditions that will meet the needs of organisms. • model how materials move into and out of cells in the processes of osmosis, diffusion, and selective permeability. This includes creating and interpreting three-dimensional models and/or illustrations demonstrating the processes involved. Students should be able to analyze the components of these models and diagrams and communicate their observations and conclusions. • create plausible hypotheses about the effects that changes in available materials might have on particular life processes in plants and in animals. • conduct basic investigations related to understanding cellular organization, with emphasis on observations of cells and tissue. This investigation should focus on the skills developed in LS.1.

Standard LS.4

- LS.4 The student will investigate and understand how organisms can be classified. Key concepts include
- a) the distinguishing characteristics of domains of organisms;
 - b) the distinguishing characteristics of kingdoms of organisms;
 - c) the distinguishing characteristics of major animal phyla and plant divisions; and
 - d) the characteristics that define a species.

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Overview

Classifying and grouping is a key inquiry skill, as described in the K–12 “Investigate and Understand” section of the Introduction to the *Science Standards of Learning*. Classifying is an important skill in the K–6 “Scientific Investigation, Reasoning and Logic” strand. The use of a classification key is introduced in 5.1.

This standard focuses on students practicing classification skills within a hierarchical biological classification system. This is accomplished by analyzing similarities and differences between the structures and functions of organisms. Students should understand that scientists use classification as a tool to organize information about organisms and to gain information about related organisms. This standard does not require a detailed survey of each domain, kingdom or phylum, but rather a general overview of how organisms are grouped and a focus on a few key groups. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.4

<p>LS.4 The student will investigate and understand how organisms can be classified. Key concepts include</p> <ol style="list-style-type: none"> the distinguishing characteristics of domains of organisms; the distinguishing characteristics of kingdoms of organisms; the distinguishing characteristics of major animal phyla and plant divisions; and the characteristics that define a species. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> Information about physical features and activities is arranged in a hierarchy of increasing specificity. The levels in the accepted hierarchy include domain, kingdom, phylum, class, order, family, genus and species. Current classification systems now generally recognize the categorization of organisms into three domains, Archaea, Bacteria and Eukarya. As living things are constantly being investigated, new attributes (physical and chemical) are revealed that affect how organisms are placed in a standard classification system. This system is the basis for scientific binomial nomenclature. Any grouping of organisms into domains or kingdoms is based on several factors, including the presence or absence of cellular structures, such as the nucleus, mitochondria, or a cell wall; whether the organisms exist as single cells or are multicellular; and how the organisms get their food. For example, simple, single-celled organisms that are able to survive in extreme environments are believed to be fundamentally different from other organisms and may be classified in their own domain (Archaea). Four different kingdoms of the Eukarya domain of organisms are generally recognized by scientists today (Protista, Fungi, Plants, and Animals). Some important animal groups (phyla) are the cnidarians, mollusks, annelids, arthropods, echinoderms, and chordates. Four important plant groups (divisions) are the mosses, ferns, conifers, and flowering plants. A group of similar-looking organisms that can interbreed under natural 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> classify organisms based on a comparison of key physical features and activities. arrange organisms in a hierarchy according to similarities and differences in features. categorize examples of organisms as representative of the three domains (Archaea, Bacteria and Eukarya) and recognize that the number of domains is subject to change as new data are collected. categorize examples of organisms as representative of the kingdoms and recognize that the number of kingdoms is subject to change as new data are collected. recognize examples of major animal phyla. recognize examples of major plant divisions. recognize scientific names as part of a binomial nomenclature.

Standard LS.4

LS.4	The student will investigate and understand how organisms can be classified. Key concepts include	
	a) the distinguishing characteristics of domains of organisms;	
	b) the distinguishing characteristics of kingdoms of organisms;	
	c) the distinguishing characteristics of major animal phyla and plant divisions; and	
	d) the characteristics that define a species.	
	Essential Understandings	Essential Knowledge, Skills, and Processes
	conditions and produce offspring that are capable of reproduction defines a species.	

Standard LS.5

- LS.5 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include
- a) energy transfer between sunlight and chlorophyll;
 - b) transformation of water and carbon dioxide into sugar and oxygen; and
 - c) photosynthesis as the foundation of virtually all food webs.

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Overview

Students learn in 4.4 that photosynthesis is a basic life process of plants requiring chlorophyll and carbon dioxide. This standard pulls these ideas together to demonstrate the complexity and importance of photosynthesis. Energy enters food webs through photosynthesis and is then transferred throughout the food web. It is crucial that students understand the importance of plants (and other photosynthesizing organisms) in this role of providing energy to all other living things. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.5

<p>LS.5 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include</p> <ol style="list-style-type: none"> energy transfer between sunlight and chlorophyll; transformation of water and carbon dioxide into sugar and oxygen; and photosynthesis as the foundation of virtually all food webs. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> • Chlorophyll is a chemical in chloroplasts that can absorb or trap light energy. • Photosynthesis is the necessary life process that transforms light energy into chemical energy. It involves a series of chemical reactions in which the light energy is used to change raw materials (carbon dioxide and water) into products (sugar and oxygen). The energy is stored in the chemical bonds of the glucose (sugar) molecules. • Plants perform cellular respiration as well as photosynthesis. • Plants convert the sugars they produce into other raw materials that are used by plants and animals for growth, repair, and energy needs. • Energy is a basic need of all living things. Photosynthesizing organisms obtain their energy from the sun and are often called producers because of their ability to produce glucose (sugar). • Photosynthesizing organisms are the foundation of virtually all food webs. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> • describe the process of photosynthesis in terms of raw materials and products generated. • identify and describe the cellular organelles involved in the process of photosynthesis. • explain how organisms utilize the energy stored from the products of photosynthesis. • compare and contrast the processes of photosynthesis and cellular respiration. • relate the importance of photosynthesis to the role of producers as the foundation of food webs. • design an investigation from a testable question related to photosynthesis. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.

Standard LS.6

- LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include
- the carbon, water, and nitrogen cycles;
 - interactions resulting in a flow of energy and matter throughout the system;
 - complex relationships within terrestrial, freshwater, and marine ecosystems; and
 - energy flow in food webs and energy pyramids.

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Overview

This standard explores the application of the concept of interdependence between organisms and their physical environment. This concept is covered thoroughly in the K–6 standards of the Living Systems strand. The K–6 standards include the concept of interdependence (2.5); relationships in aquatic and terrestrial food chains, trophic levels, food webs, food pyramids, and cycles (3.5 and 4.5); and interactions between the living and nonliving components of an ecosystem (4.5). Terminology used in previous standards includes producer, consumer, decomposer, herbivore, omnivore, carnivore (3.5), and niche (4.5). It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.6

<p>LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include</p> <ol style="list-style-type: none"> the carbon, water, and nitrogen cycles; interactions resulting in a flow of energy and matter throughout the system; complex relationships within terrestrial, freshwater, and marine ecosystems; and energy flow in food webs and energy pyramids. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> Many important elements and compounds cycle through the living and nonliving components of the environment as a chain of events that continuously repeats. Materials are recycled and made available through the action of decomposers. In order to understand how an ecosystem functions, one must understand the concept of a system and be able to envision models of systems. To analyze the interactions resulting in a flow of energy and matter throughout the ecosystem, one must identify the elements of the system and interpret how energy and matter are used by each organism. Energy enters an ecosystem through the process of photosynthesis and is passed through the system as one organism eats and is, in turn, eaten. This energy flow can be modeled through relationships expressed in food webs. The amount of energy available to each successive trophic level (producer, first-order consumer, second-order consumer, third-order consumer) decreases. This can be modeled through an energy pyramid, in which the producers provide the broad base that supports the other interactions in the system. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> differentiate among key processes in the water, carbon, and nitrogen cycles and relate how organisms, from bacteria and fungi to third-order consumers, function in these cycles. observe and identify common organisms in ecosystems and collect, record, and chart data concerning the interactions of these organisms (from observations and print and electronic resources). classify organisms found in local ecosystems as producers or first-, second-, or third-order consumers. Design and construct models of food webs with these organisms. observe local ecosystems and identify, measure, and classify the living and nonliving components. identify examples of interdependence in terrestrial, freshwater, and marine ecosystems. determine the relationship between a population's position in a food web and its size. apply the concepts of food chains, food webs, and energy pyramids to analyze how energy and matter flow through an ecosystem. design an investigation from a testable question related to food webs. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis. analyze and critique the experimental design of basic investigations related to food webs.

Standard LS.7

- LS.7 The student will investigate and understand that interactions exist among members of a population. Key concepts include
- a) competition, cooperation, social hierarchy, territorial imperative; and
 - b) influence of behavior on a population.

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Overview

This standard applies the concept that each organism exists as a member of a population and interacts with other members of that population in a variety of ways. The term population is introduced in standard 3.6 (“Living Systems” strand). Individuals of a population demonstrate various behavioral adaptations (competition, cooperation, establishment of a social hierarchy, territorial imperative), which allow the population to survive. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.7

<p>LS.7 The student will investigate and understand that interactions exist among members of a population. Key concepts include</p> <ol style="list-style-type: none"> a) competition, cooperation, social hierarchy, territorial imperative; and b) influence of behavior on a population. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> • Individual members of a population interact with each other. These interactions include competing with each other for basic resources, mates, territory, and cooperating with each other to meet basic needs. • The establishment of a social order in a population may ensure that labor and resources are adequately shared. • The establishment of a territory ensures that members of a population have adequate habitat to provide for basic resources. • Individual behaviors and group behaviors can influence a population. • Animals exhibit needs for food, water, gases, shelter and space for which they compete. These needs may often be met in a range of conditions. Too much may be as harmful as too little (e.g., too much food or too little water). 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> • differentiate between the needs of the individual and the needs of a population. • interpret, analyze, and evaluate data from systematic studies and experiments concerning the interactions among members of a population. • determine the relationship between a population’s position in a food web and the types of interactions seen among the individuals of the population. • observe and identify populations in ecosystems and collect, record, chart, and interpret data concerning the interactions of these organisms (from observations and print and electronic resources). • categorize behaviors as examples of competition, cooperation, social hierarchy, or territorial imperative.

Standard LS.8

- LS.8 The student will investigate and understand interactions among populations in a biological community. Key concepts include
- a) the relationships among producers, consumers, and decomposers in food webs;
 - b) the relationship between predators and prey;
 - c) competition and cooperation;
 - d) symbiotic relationships; and
 - e) niches.

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Overview

Life Science standard LS.8 applies the concept of interactions between populations of different species. This standard extends the concepts of prior K–6 standards, including those concerning producers, consumers, and decomposers (3.5); predator and prey (3.6); and niches (4.5). This standard introduces the concept of symbiosis and focuses on the symbiotic relationship between parasite and host. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.8

<p>LS.8 The student will investigate and understand interactions among populations in a biological community. Key concepts include</p> <ol style="list-style-type: none"> the relationships among producers, consumers, and decomposers in food webs; the relationship between predators and prey; competition and cooperation; symbiotic relationships; and niches. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> Organisms or populations that rely on each other for basic needs form interdependent communities. Energy resources of a community are shared through the interactions of producers, consumers, and decomposers. The interaction between a consumer that hunts for another consumer for food is the predator-prey relationship. In a community, populations interact with other populations by exhibiting a variety of behaviors that aid in the survival of the population. Organisms may exist as members of a population; populations interact with other populations in a community. Populations of one species may compete with populations of other species for resources. Populations of one species may also cooperate with populations of other species for resources. A symbiotic relationship may exist between two or more organisms of different species when they live and work together. Symbiotic relationships include mutualism (in which both organisms benefit), commensalism (in which one organism benefits and the other is unaffected), and parasitism (in which one organism benefits and the other is harmed). Each organism fills a specific role or niche in its community. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> identify the populations of producers, consumers, and decomposers and describe the roles they play in their communities. interpret, analyze, and evaluate data from systematic studies and experiments concerning the interactions of populations in an ecosystem. predict the effect of population changes on the food web of a community. generate predictions based on graphically represented data of predator-prey populations. generate predictions based on graphically represented data of competition and cooperation between populations. differentiate between the types of symbiosis and explain examples of each. infer the niche of organisms from their physical characteristics. design an investigation from a testable question related to interactions among populations. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.

Standard LS.9

- LS.9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include
- a) differences between ecosystems and biomes;
 - b) characteristics of land, marine, and freshwater ecosystems; and
 - c) adaptations that enable organisms to survive within a specific ecosystem.

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Overview

In standard LS.9, students explore the scheme of Earth as a group of living systems. Students are asked to distinguish between ecosystems and biomes. The teacher should be aware that in previous standards, students have explored environments as discrete units or have examined individual components. In standard 3.6 students are introduced to the concept of water environments (pond, marshland, swamp, stream, river, and ocean) and land environments (desert, grassland, rainforest, and forest). It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.9

<p>LS.9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include</p> <ol style="list-style-type: none"> differences between ecosystems and biomes; characteristics of land, marine, and freshwater ecosystems; and adaptations that enable organisms to survive within a specific ecosystem. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> The living organisms within a specific area and their physical environment define an ecosystem. Characteristics of land, marine, and freshwater ecosystems vary with respect to biotic and abiotic factors. The major terrestrial ecosystems are classified into units called biomes — large regions characterized by certain conditions, including a range of climate and ecological communities adapted to those conditions. Organisms have specific structures, functions, and behaviors that enable them to survive the biotic and abiotic conditions of the particular ecosystem in which they live. Organisms possess adaptations to both biotic and abiotic factors in their ecosystem that increase their chance of survival. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> differentiate between ecosystems and biomes. recognize and give examples of major biomes: desert, forest, grassland, and tundra. compare and contrast the biotic and abiotic characteristics of land, marine, and freshwater ecosystems. analyze and describe how specific adaptations enable organisms to survive in a particular ecosystem. design an investigation from a testable question related to how specific adaptations of organisms allow them to survive in the presence of the biotic and abiotic factors in an ecosystem. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis.

Standard LS.10

- LS.10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include
- phototropism, hibernation, and dormancy;
 - factors that increase or decrease population size; and
 - eutrophication, climate changes, and catastrophic disturbances.

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Overview

In standard LS.10, students apply the concept of change over time to several specific situations. As conditions change, organisms, populations, communities, and ecosystems respond to those changes in order to survive. The key concepts are given in a sequence from responses of individual organisms (phototropism, hibernation, and dormancy) to responses of populations (factors that increase or decrease population size) to responses of communities or ecosystems (eutrophication, climate change, and catastrophic disturbances).

The concepts of standard LS.10 focus on the theme of change. Living units respond in various ways to change. A key concept is the understanding of the dynamic nature of living systems as they constantly respond to change. Change is referenced several times in the K–6 standards. In the “Earth Patterns, Cycles, and Change” strand, the following concepts are introduced: natural and human-made things may change over time (K.10); temperature, light, and precipitation bring about changes (1.7); and weather and seasonal changes affect plants, animals, and their surroundings (2.7). The “Life Processes” strand introduces the concept that plants (3.4) and animals (4.4) satisfy life needs and respond to the environment. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.10

<p>LS.10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. Key concepts include</p> <ol style="list-style-type: none"> phototropism, hibernation, and dormancy; factors that increase or decrease population size; and eutrophication, climate changes, and catastrophic disturbances. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> Organisms may exist as members of a population; populations interact with other populations in a community; and communities together with the physical environment form ecosystems. Changes that affect organisms over time may be daily, seasonal, or long term. Plants may respond to light by growing toward it or away from it, a behavior known as phototropism. Animals may respond to cold conditions with a period of lowered metabolism, a behavior known as hibernation. Organisms may respond to adverse conditions with a period of lowered or suspended metabolism, a behavior known as dormancy. A variety of environmental factors may cause the size of a population to increase or decrease. (This requires students to brainstorm examples of factors and predict the possible effects.) Long-term changes may affect entire communities and ecosystems. Such large-scale changes include the addition of excess nutrients to the system (eutrophication), which alters environmental balance; dramatic changes in climate; and catastrophic events, such as fire, drought, flood, and earthquakes. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> relate the responses of organisms to daily, seasonal, or long-term events. differentiate between ecosystems, communities, populations, and organisms. predict the effect of climate change on ecosystems, communities, populations, and organisms. predict the effect of eutrophication on ecosystems, communities, populations, and organisms. compare and contrast the factors that increase or decrease population size. classify the various types of changes that occur over time in ecosystems, communities, populations, and organisms, as long term, short term, or seasonal. design an investigation from a testable question related to change over time in ecosystems, communities, populations, or organisms. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis. analyze and critique the experimental design of basic investigations related to change over time in ecosystems, communities, populations, and organisms.

Standard LS.11

- LS.11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include
- a) food production and harvest;
 - b) change in habitat size, quality, or structure;
 - c) change in species competition;
 - d) population disturbances and factors that threaten or enhance species survival; and
 - e) environmental issues.

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Overview

In this standard, students are called upon to apply their knowledge of human interactions to interpret how these interactions affect ecosystem dynamics. In prior standards in the “Earth Resources” strand of the K–6 standards, students explore a variety of ways in which humans interact with the environment. These include the concepts of waste management (K.11, 1.8); limitations of natural resources and factors that affect environmental quality (1.8, 3.10); Virginia’s natural resources (4.8); and public policy decisions relating to the environment (6.9). In this Life Science standard, the student must interpret how human populations can change the balance of nature in ecosystems. They must use their prior knowledge of resources as well as the concepts and skills learned in Life Science standards LS.6 – LS.10. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.11

<p>LS.11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include</p> <ol style="list-style-type: none"> food production and harvest; change in habitat size, quality, or structure; change in species competition; population disturbances and factors that threaten or enhance species survival; and environmental issues. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> Ecosystems are dynamic systems. Humans are a natural part of the ecosystem. Humans use the ecosystem to meet their basic needs, such as to obtain food. Human interaction can directly alter habitat size, the quality of available resources in a habitat, and the structure of habitat components. Such interactions can be positive and/or negative. Human input can disturb the balance of populations that occur in a stable ecosystem. These disturbances may lead to a decrease or increase in a population. Since populations in an ecosystem are interdependent, these disturbances have a ripple effect throughout the ecosystem. The interaction of humans with the dynamic ecosystem may lead to issues of concern for continued ecosystem health in areas such as water supply, air quality, energy production, and waste management. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> identify examples of ecosystem dynamics. describe the relationship between human food harvest and the ecosystem. debate the pros and cons of human land use versus ecosystem stability. compare and contrast population disturbances that threaten and those that enhance species survival. describe ways that human interaction has altered habitats positively and negatively. observe the effect of human interaction in local ecosystems and collect, record, chart, and interpret data concerning the effect of interaction (from observations and print and electronic resources). design an investigation from a testable question related to the relationships between ecosystem dynamics and human activity. The investigation may be a complete experimental design or may focus on systematic observation, description, measurement, and/or data collection and analysis. analyze and critique the experimental design of basic investigations related to the relationships between ecosystem dynamics and human activity.

Standard LS.12

- LS.12 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include
- a) the structure and role of DNA;
 - b) the function of genes and chromosomes;
 - c) genotypes and phenotypes;
 - d) characteristics that can and cannot be inherited;
 - e) genetic engineering and its applications; and
 - f) historical contributions and significance of discoveries related to genetics.

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Overview

In science standard 2.7, students are introduced to the general notion that plants and animals resemble their parents. This Life Science standard is the students' introduction to genetics. It is important for the teacher to understand that the intent of this standard is to provide students with a general overview of the nature of DNA, genes, and chromosomes and the important role they play in the transmission of traits from one generation to another. Students are not expected to understand the specific chemical composition of DNA or the mechanics of transcription and translation. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.12

<p>LS.12</p>	<p>The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include</p> <ol style="list-style-type: none"> the structure and role of DNA; the function of genes and chromosomes; genotypes and phenotypes; characteristics that can and cannot be inherited; genetic engineering and its applications; and historical contributions and significance of discoveries related to genetics.
<p>Essential Understandings</p>	<p>Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> DNA is a double helix molecule. DNA is a molecule that includes different components — sugars, nitrogenous bases, and phosphates. The arrangement of the nitrogenous bases within the double helix forms a chemical code. Chromosomes are strands of tightly wound DNA. Genes are sections of a chromosome that carry the code for a particular trait. An allele is an alternate form of a gene. The basic laws of Mendelian genetics explain the transmission of most traits that can be inherited from generation to generation. A Punnett square is a model used to predict the possible combinations of inherited factors resulting from single trait crosses. (An investigation of dihybrid crosses, multiple alleles, and incomplete dominance should be reserved for high school Biology.) Dominant traits mask the expression (phenotype) of recessive traits. Genotype is the specific combination of dominant and recessive gene forms. Traits that are expressed through genes can be inherited. Characteristics that are acquired through environmental influences, such as injuries or practiced skills, cannot be inherited. In genetic engineering, the genetic code is manipulated to obtain a desired product. Genetic engineering has numerous practical applications in medicine, agriculture, and biology. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> recognize the appearance of DNA as double helix in shape. explain that DNA contains coded instructions that store and pass on genetic information from one generation to the next. explain the necessity of DNA replication for the continuity of life. explain the relationship among genes, chromosomes, and alleles. demonstrate variation within a single genetic trait. distinguish between dominant and recessive traits. distinguish between genotype and phenotype. use Punnett squares to predict the possible combinations of inherited factors resulting from single trait crosses. differentiate between characteristics that can be inherited and those that cannot be inherited. identify aspects of genetic engineering and supply examples of applications. Evaluate the examples for possible controversial aspects. describe the contributions of Mendel, Franklin, Watson, and Crick to our basic understanding of genetics.

Standard LS.12

LS.12	The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include	
	a) the structure and role of DNA;	
	b) the function of genes and chromosomes;	
	c) genotypes and phenotypes;	
	d) characteristics that can and cannot be inherited;	
	e) genetic engineering and its applications; and	
	f) historical contributions and significance of discoveries related to genetics.	
	Essential Understandings	Essential Knowledge, Skills, and Processes
	<ul style="list-style-type: none">A series of contributions and discoveries led to the current level of genetic science.	

Standard LS.13

- LS.13 The student will investigate and understand that populations of organisms change over time. Key concepts include
- a) the relationships of mutation, adaptation, natural selection, and extinction;
 - b) evidence of evolution of different species in the fossil record; and
 - c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.

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Overview

Standard LS.13 explores the concept of evolution through natural selection. Species respond to changes in their environments through adaptation, which is a gradual process that occurs over long periods of time. The progression of these long-term changes is well documented in the fossil record. Evolution, as a big organizing principle of the life sciences, establishes order among the great variety of living things.

There are many misconceptions about evolution; therefore, teachers must be careful to be accurate in their presentation of this scientific theory. One common misconception among students is that they believe that environmental influences on an organism produce changes in that organism that can be passed on to offspring. However, natural selection can only work through the genetic variation that is already present in the population. It is intended that students will actively develop scientific investigation, reasoning, and logic skills, and the nature of science (LS.1) in the context of the key concepts presented in this standard.

Standard LS.13

<p>LS.13 The student will investigate and understand that populations of organisms change over time. Key concepts include</p> <ol style="list-style-type: none"> the relationships of mutation, adaptation, natural selection, and extinction; evidence of evolution of different species in the fossil record; and how environmental influences, as well as genetic variation, can lead to diversity of organisms. 	
<p style="text-align: center;">Essential Understandings</p>	<p style="text-align: center;">Essential Knowledge, Skills, and Processes</p>
<p>The concepts developed in this standard include the following:</p> <ul style="list-style-type: none"> The mechanisms through which evolution takes place are a related set of processes that include mutation, adaptation, natural selection, and extinction. This results in changes in populations of organisms over time. Mutations are inheritable changes because a mutation is a change in the DNA code. Adaptations are structures, functions, or behaviors that enable a species to survive. Natural selection is the survival and reproduction of the individuals in a population that exhibit the traits that best enable them to survive in their environment. A mutation may result in a favorable change or adaptation in genetic information that improves a species' ability to exist in its environment, or a mutation may result in an unfavorable change that does not improve or impedes a species' ability to exist in its environment. The evidence for evolution is drawn from a variety of sources of data, including the fossil record, radiometric dating, genetic information, the distribution of organisms, and anatomical and developmental similarities across species. Individuals of a population each exhibit a range of variations in a trait as a result of the variations in their genetic codes. These variations may or may not help them survive and reproduce in their environment. If a species does not include traits that enable it to survive in its environment or to survive changes in the environment, then the species may become extinct. 	<p>In order to meet this standard, it is expected that students will</p> <ul style="list-style-type: none"> interpret data from simulations that demonstrate selection for a trait belonging to species in various environments. describe how changes in the environment can bring about changes in a species (adaptation, extinction) through natural selection. describe and explain how fossils are records of organisms and events in Earth's history. explain the evidence for evolution from a variety of sources of scientific data. explain how genetic variations in offspring, which lead to variations in successive generations, can result from the same two parents. analyze and evaluate data from investigations on variations within a local population. explain how environmental influences, as well as genetic variation, can lead to diversity of organisms.