

Inquiry Investigations™
Kingdoms of Life MODULE - 1294372
Grades: 7-10

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California Content Standards
Science
Grade 7

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| CONTENT STANDARD | CA.1. | Life Science: Cell Biology: All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 1.d. | Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis. <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Plants |
| PERFORMANCE STANDARD | 1.f. | Students know that as multicellular organisms develop, their cells differentiate. <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Teacher Resource CD: A Closer Look at Microbes • Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.2. | Life Science: Genetics: A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 2.a. | Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms. <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants |
| PERFORMANCE STANDARD | 2.b. | Students know sexual reproduction produces offspring that inherit half their genes from each parent. <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Microbes • Teacher Resource CD: A Closer Look at Plants |
| CONTENT STANDARD | CA.3. | Life Science: Evolution: Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 3.d. | Students know how to construct a simple branching diagram to classify |

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| STANDARD | | <p>living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants • Teacher Resource CD: Classifying Life |
| CONTENT STANDARD | CA.5. | Life Science: Structure and Function in Living Systems: The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 5.a. | <p>Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Plants |
| PERFORMANCE STANDARD | 5.b. | <p>Students know organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Plants |
| PERFORMANCE STANDARD | 5.f. | <p>Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Teacher Resource CD: A Closer Look at Plants |
| CONTENT STANDARD | CA.7. | Life Science: Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: |
| PERFORMANCE STANDARD | 7.a. | <p>Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy |

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| | | <p>to Reproduction</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
| <p>PERFORMANCE STANDARD</p> | <p>7.c.</p> | <p>Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
| <p>PERFORMANCE STANDARD</p> | <p>7.d.</p> | <p>Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey |

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| | | <ul style="list-style-type: none"> Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey |
| PERFORMANCE STANDARD | 7.e. | <p>Communicate the steps and results from an investigation in written reports and oral presentations.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey Virtual Laboratory: Classifying Living Organisms |

**California Content Standards
Science
Grade 8**

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| CONTENT STANDARD | CA.9. | <p>Physical Science: Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:</p> |
| PERFORMANCE STANDARD | 9.c. | <p>Distinguish between variable and controlled parameters in a test.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design |

California Content Standards
Science
Grade 9

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| CONTENT STANDARD | CA.7. | Chemistry: Chemical Thermodynamics: Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 7.a. | <p>Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 7.c. | <p>Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.1. | Biology/Life Sciences: Cell Biology: The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 1.c. | <p>Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Teacher Resource CD: A Closer Look at Microbes • Teacher Resource CD: Classifying Life • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 1.f. | <p>Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Plants |
| PERFORMANCE STANDARD | 1.j | <p>Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Teacher Resource CD: A Closer Look at Microbes • Teacher Resource CD: Classifying Life • Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.2. | Biology/Life Sciences: Genetics: Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 2.d. | <p>Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).</p> |

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| | | <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement |
| PERFORMANCE STANDARD | 2.e. | <p>Students know why approximately half of an individual's DNA sequence comes from each parent.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Microbes • Teacher Resource CD: A Closer Look at Plants |
| CONTENT STANDARD | CA.6. | Biology/Life Sciences: Ecology: Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 6.a. | <p>Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants • Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 6.b. | <p>Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi |
| PERFORMANCE STANDARD | 6.c. | <p>Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey |

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| PERFORMANCE STANDARD | 6.g. | <p>Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants • Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing • Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.8. | <p>Biology/Life Sciences: Evolution: Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept:</p> |
| PERFORMANCE STANDARD | 8.b. | <p>Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants • Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 8.f. | <p>Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants • Teacher Resource CD: Classifying Life |
| PERFORMANCE STANDARD | 8.g. | <p>Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.</p> <ul style="list-style-type: none"> • Teacher Resource CD: A Closer Look at Animals • Teacher Resource CD: A Closer Look at Plants • Teacher Resource CD: Classifying Life |

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| CONTENT STANDARD | CA.10. | Biology/Life Sciences: Physiology: Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response: |
| PERFORMANCE STANDARD | 10.d. | Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections. <ul style="list-style-type: none"> Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi Teacher Resource CD: A Closer Look at Microbes |
| CONTENT STANDARD | CA.4. | Earth Sciences: Energy in the Earth System: Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 4.b. | Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis. <ul style="list-style-type: none"> Teacher Resource CD: A Closer Look at Plants |
| CONTENT STANDARD | CA.5. | Earth Sciences: Energy in the Earth System: Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 5.e. | Students know rain forests and deserts on Earth are distributed in bands at specific latitudes. <ul style="list-style-type: none"> Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing |
| CONTENT STANDARD | CA.8. | Earth Sciences: Structure and Composition of the Atmosphere: Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 8.a. | Students know the thermal structure and chemical composition of the atmosphere. <ul style="list-style-type: none"> Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey |
| CONTENT STANDARD | CA.9. | Earth Sciences: California Geology: The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 9.d. | Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future. <ul style="list-style-type: none"> Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing |
| CONTENT STANDARD | CA.1. | Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will: |
| PERFORMANCE STANDARD | 1.a. | Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. |

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| | | <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
| <p>PERFORMANCE STANDARD</p> | <p>1.d.</p> | <p>Formulate explanations by using logic and evidence.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey |

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| | | <ul style="list-style-type: none"> • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 1.h. | <p>Read and interpret topographic and geologic maps.</p> <ul style="list-style-type: none"> • Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing |
| PERFORMANCE STANDARD | 1.i. | <p>Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Teacher Resource CD: Classifying Life • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 1.j. | <p>Recognize the issues of statistical variability and the need for controlled tests.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement |
| PERFORMANCE STANDARD | 1.k. | <p>Recognize the cumulative nature of scientific evidence.</p> <ul style="list-style-type: none"> • Teacher Resource CD: Classifying Life |
| PERFORMANCE STANDARD | 1.l. | <p>Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife |

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| | | <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
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**California Content Standards
Science
Grade 10**

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| CONTENT STANDARD | CA.7. | Chemistry: Chemical Thermodynamics: Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 7.a. | Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms). <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 7.c. | Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts. <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.1. | Biology/Life Sciences: Cell Biology: The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 1.c. | Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure. <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Teacher Resource CD: A Closer Look at Microbes • Teacher Resource CD: Classifying Life |

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| | | <ul style="list-style-type: none"> Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 1.f. | <p>Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.</p> <ul style="list-style-type: none"> Teacher Resource CD: A Closer Look at Plants |
| PERFORMANCE STANDARD | 1.j | <p>Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms Teacher Resource CD: A Closer Look at Microbes Teacher Resource CD: Classifying Life Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.2. | Biology/Life Sciences: Genetics: Mutation and sexual reproduction lead to genetic variation in a population. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 2.d. | <p>Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement |
| PERFORMANCE STANDARD | 2.e. | <p>Students know why approximately half of an individual's DNA sequence comes from each parent.</p> <ul style="list-style-type: none"> Teacher Resource CD: A Closer Look at Microbes Teacher Resource CD: A Closer Look at Plants |
| CONTENT STANDARD | CA.6. | Biology/Life Sciences: Ecology: Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 6.a. | <p>Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife Teacher Resource CD: A Closer Look at Animals Teacher Resource CD: A Closer Look at Plants Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 6.b. | <p>Students know how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p> |

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| | | <ul style="list-style-type: none"> Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi |
| PERFORMANCE STANDARD | 6.c. | <p>Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey |
| PERFORMANCE STANDARD | 6.g. | <p>Students know how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design Teacher Resource CD: A Closer Look at Animals Teacher Resource CD: A Closer Look at Plants Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing Virtual Laboratory: Classifying Living Organisms |
| CONTENT STANDARD | CA.8. | Biology/Life Sciences: Evolution: Evolution is the result of genetic changes that occur in constantly changing environments. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 8.b. | <p>Students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife Teacher Resource CD: A Closer Look at Animals Teacher Resource CD: A Closer Look at Plants |

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| | | <ul style="list-style-type: none"> Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 8.f. | <p>Students know how to use comparative embryology, DNA or protein sequence comparisons, and other independent sources of data to create a branching diagram (cladogram) that shows probable evolutionary relationships.</p> <ul style="list-style-type: none"> Teacher Resource CD: A Closer Look at Animals Teacher Resource CD: A Closer Look at Plants Teacher Resource CD: Classifying Life |
| PERFORMANCE STANDARD | 8.g. | <p>Students know how several independent molecular clocks, calibrated against each other and combined with evidence from the fossil record, can help to estimate how long ago various groups of organisms diverged evolutionarily from one another.</p> <ul style="list-style-type: none"> Teacher Resource CD: A Closer Look at Animals Teacher Resource CD: A Closer Look at Plants Teacher Resource CD: Classifying Life |
| CONTENT STANDARD | CA.10. | Biology/Life Sciences: Physiology: Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response: |
| PERFORMANCE STANDARD | 10.d. | <p>Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi Teacher Resource CD: A Closer Look at Microbes |
| CONTENT STANDARD | CA.4. | Earth Sciences: Energy in the Earth System: Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 4.b. | <p>Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.</p> <ul style="list-style-type: none"> Teacher Resource CD: A Closer Look at Plants |
| CONTENT STANDARD | CA.5. | Earth Sciences: Energy in the Earth System: Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept: |
| PERFORMANCE STANDARD | 5.e. | <p>Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.</p> <ul style="list-style-type: none"> Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing |
| CONTENT STANDARD | CA.8. | Earth Sciences: Structure and Composition of the Atmosphere: Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept: |

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| PERFORMANCE STANDARD | 8.a. | <p>Students know the thermal structure and chemical composition of the atmosphere.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey |
| CONTENT STANDARD | CA.9. | <p>Earth Sciences: California Geology: The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:</p> |
| PERFORMANCE STANDARD | 9.d. | <p>Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.</p> <ul style="list-style-type: none"> Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing |
| CONTENT STANDARD | CA.1. | <p>Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:</p> |
| PERFORMANCE STANDARD | 1.a. | <p>Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.</p> <ul style="list-style-type: none"> Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey Virtual Laboratory: Classifying Living Organisms |

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| PERFORMANCE STANDARD | 1.d. | <p>Formulate explanations by using logic and evidence.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 1.h. | <p>Read and interpret topographic and geologic maps.</p> <ul style="list-style-type: none"> • Teacher Resource CD: Field Biology - Collecting, Identifying, and Observing |
| PERFORMANCE STANDARD | 1.i. | <p>Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Teacher Resource CD: Classifying Life • Virtual Laboratory: Classifying Living Organisms |

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| PERFORMANCE STANDARD | 1.j. | <p>Recognize the issues of statistical variability and the need for controlled tests.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement |
| PERFORMANCE STANDARD | 1.i. | <p>Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
| PERFORMANCE STANDARD | 1.m. | <p>Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.</p> <ul style="list-style-type: none"> • Kingdoms of Life: Unit 1 Lab 1 Activity 1: Classifying Life Forms • Kingdoms of Life: Unit 1 Lab 1 Activity 2: Who Eats Whom? - Creating Food Webs • Kingdoms of Life: Unit 2 Lab 2 Activity 1: Scavenging for Bacteria and Fungi • Kingdoms of Life: Unit 2 Lab 2 Activity 2: Scavenging for Pond Microlife • Kingdoms of Life: Unit 2 Lab 3 Activity 1: Plant Life Cycle |

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| | | <ul style="list-style-type: none"> • Kingdoms of Life: Unit 2 Lab 3 Activity 2: Flowers and Pollination • Kingdoms of Life: Unit 2 Lab 3 Activity 3: Redirecting Energy to Reproduction • Kingdoms of Life: Unit 2 Lab 3 Activity 4: Seed Harvesting and Measurement • Kingdoms of Life: Unit 2 Lab 4 Activity 1: Observing the Behavior of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 2: Environmental Preference of Pill Bugs • Kingdoms of Life: Unit 2 Lab 4 Activity 3: Experimental Design • Kingdoms of Life: Unit 3 Lab 5 Activity 1: Site Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 2: Forest (Wooded Area) Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 3: Grassland Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 4: Stream/River Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 5: Microlife Survey • Kingdoms of Life: Unit 3 Lab 5 Activity 6: Soil Survey • Virtual Laboratory: Classifying Living Organisms |
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