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Correlated to:

South Dakota Science Standards

(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Core High School Nature of Science	
Standards, Supporting Skills, and Examples	
Indicator 1: Understand the nature and origin of scientific knowledge.	
Standard, Supporting Skills, and Examples	
9-12.N.1.1. Students are able to evaluate a scientific discovery to determine and describe how societal, cultural, and personal beliefs influence scientific investigations and interpretations. Examples: telescope, birth control pill, penicillin, electricity	SE/TE: 8-13, 169-171, 204-206, 212, 251, 263-266, 274, 279-280, 287-294, 333, , 369- 377, 378-386, 406-407, 423-425, 478-479, 730-731, 948-949
	TR: 8, 169, 204, 208, 250, 263, 270, 279, 287, 331, 369, 378, 404, 423, 478, 726, 943, Guided Reading and Study Workbook and Lesson Plans: Section 1-2, 7-1, 8-2, 8-3, 10-3, 11-1, 11-3, 11-5, 13-4, 15-1, 15-3, 16-3, 17-2, 19-2, 28-3, 37-1, Biotechnology Manual: Lab 17, Issue 4; Issues and Decision Making: Issue 2; 18; 3; Biodetectives: Investigations in Forensics: Investigation 4
	TECH: i Text and Transparencies Plus: Section 1-2, 7-1, 8-2, 8-3, 10-3, 11-1, 11-3, 11-5, 13-4, 15-1, 15-3, 16-3, 17-2, 19-2, 28-3, 37-1, Animated Bio Concepts Video: # 10, 11; 19; 43; Biodelectives Video: Influenza: Tracking A Virus; Hantavirus: A Tale of Mice and People; Wrongly Accused: Science and Justice; Coming Home: A Nation's Pledge, Lab Simulation CD/ROM: Photosynthesis; Mendelian Inheritance; DNA Structure and Replication; Cardiovascular 1: The Beating Heart;
• Recognize scientific knowledge is not merely a set of static facts but is dynamic and affords the best current explanations. Examples: spontaneous generation, relativity, geologic time	SE/TE: 23, 128, 233, 330, 354, 403, 484, 647, 700, 853, 1048

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	TR: 16, 124, 226, 327, 349, 397, 478, 643, 694, 849, 1043 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 5-2, 9-2, 14-2, 16-2; 19-2, 25-3, 27-3, 33-1, 40-3 Issues and Decision Making: Issue 48; 7; 28 Biodetectives: Investigations in Forensics: Labs 1-10 Lab Manual A: Chapter 6; 11; 13; 15; 17 Lab Manual B: Chapter 6; 11; 13; 15; 17
	TECH: i Text and Transparencies Plus: Section 1-3, 5-2, 9-2, 14-2, 16-2; 19-2, 25-3, 27-3, 33-1, 40-3 Animated Bio Concepts Video: # 12, 14, 15; 24; 31 Biodetectives Video: History's Mystery: An Introduction to Forensic Science; Coming Home: A Nation's Pledge; Influenza: Tracking A Virus; Pfisteria: A Killer in the Water; Mummies: Ties to the Past; The Galapagos Islands: A Glimpse Into the Past; Hantavirus: A Tale of Mice and People; Insect Clues: The Smallest Witnesses; Wrongly Accuse: Science and Justice Lab Simulation CD-ROM: Cell Respiration
• Discuss how progress in science can be affected by social issues.	SE/TE: 6, 8-13, 23
	TR: 3, 8, 16, Guided Reading and Study Workbook and Lesson Plans: 1-1, 1-2, 1-3,
	TECH: i Text and Transparencies Plus: 1-1, 1-2, 1-3,
9-12.N.1.2. Students are able to describe the role of observation and evidence in the development and modification of hypotheses, theories, and laws.	
• Research, communicate, and support a scientific argument.	SE/TE: 54-55, 157, 208, 215, 226, 234-235, 255, 271, 334-335, 521, 553, 627, 676-677, 709, 739, 750, 759, 883, 790-791, 964-965, 990-991, 1055

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	TR: 49, 157, 208, 226, 250, 270, 331, 551, 669, 701, 734, 745, 751, 782, 878, 956, 985, 1049 Guided Reading and Study Workbook and Lesson Plans: Section 2-4, 6-4, 8-3, 9-2, 10-3, 11-3, 13-4, 22-1, 26-3, 27-4, 28-4, 30-3, 34-2, 37-3, 38-3, 40-4 Biotechnology Manual: Lab 17; Issue 4; Lab 17; Issue 4; Issues and Decision Making: Issue 1, 3, 50; 18; 30; 33; 41; 40; Biodetectives: Investigations in Forensics: Investigation 3; Lab Manual A: Chapter Lab Manual B: Chapter
	TECH: i Text and Transparencies Plus: Section 2-4, 6-4, 8-3, 9-2, 10-3, 11-3, 13-4, 22-1, 26-3, 27-4, 28-4, 30-3, 34-2, 37-3, 38-3, 40-4 Animated Bio Concepts Video: # 10, 11; 12, 14, 15; 35; 37; 42; 41; Biodetectives Video: Skin Cancer: Deadly Cells; Lab Simulation CD/ROM: Photosynthesis; Cell Repiration; Mendelian Inheritance; Presentation Assistant Plus:
<ul style="list-style-type: none"> • Recognize and analyze alternative explanations and models. 	SE/TE: SE/TE: 2, 19, 42, 55, 81, 138, 180, 235, 255, 281, 313, 326, 335, 411, 441, 441, 449, 462, 463, 482, 491, 648, 649, 787, 790, 905
	TR: TR: 3, 16, 40, 49, 74, 139, 174, 226, 250, 279, 309, 322, 331, 404, 435, 447, 457, 478, 485, 643, 782, 901 Guided Reading and Study Workbook and Lesson Plans: 1-1, 1-3, 2-2, 2-4, 3-3, 7-1, 9-2; 10-3, 12-5, 13-2, 13-4, 16-3, 17-4, 18-1, 19-2, 19-3, 25-3, 35-2 Biotechnology Manual: Issue 4; Lab 13; Issue 1; Labs 8, 9, 12; Lab 17, Issue 4; Lab 16 Issues and Decision Making: Issue 24; 18; 44 Biodetectives: Investigations in Forensics: Investigation 3; Investigation 4; 5; Investigation 6 Lab Manual A: Chapter lab 3; 9; 35 Lab Manual B: Chapter lab 3; 9; 35

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	TECH: i Text and Transparencies Plus: 1-1, 1-3, 2-2, 2-4, 3-3, 7-1, 9-2, 10-3; 12-5, 13-2, 14-3, 16-3, 17-4, 18-1, 19-2, 19-3, 25-3, 35-2 Animated Bio Concepts Video: # 5; 12, 14, 15; 31, Biodetectives Video: Pfisteria: A Killer in the Water; Skin Cancer: Deadly Cells; Influenza: Tracking A Virus;
• Evaluate the scientific accuracy of information relevant to a specific issue (pseudo-science).	SE/TE: 3-7, 8-13, 1060-1063
	TR: 3, 8 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, 1-2, Biotechnology Manual: Concept 1; Issues and Decision Making: Issue 2;
	TECH: i Text and Transparencies Plus: Section 1-1, 1-2,
Indicator 2: Apply the skills necessary to conduct scientific investigations.	
Standard, Supporting Skills, and Examples	
9-12.N.2.1. Students are able to apply science process skills to design and conduct student investigations.	
• Identify the questions and concepts to guide the development of hypotheses.	SE/TE: 22, 48, 127, 156, 161, 203, 294, 372, 408, 428, 470, 482, 541, 642, 739, 781, 799, 827, 883, 936, 1025, 1046, 1055, 1064
	TR: 16, 44, 63, 124, 150, 157, 201, 287, 369, 404, 423, 471, 478, 537, 639, 734, 771, 797, 821, 878, 933, 1016, 1043, 1049 Guided Reading and Study Workbook and Lesson Plans: 1-3, 2-3, 3-1, 5-2, 6-1, 6-4, 8-1, 12-1, 15-1, 16-3, 17-2, 19-2; 30-1, 31-1, 32-1, 34-2, 36-3, 39-4, 40-3, 40-4 Section Review 16-3 Biotechnology Manual: Labs 4, 5, 6; Lab 7; Lab 44 Issues and Decision Making: Issue 48, 22, 25, 26, 30, 32, 34, 36; 1, 3, 50; 37; 34; 6, 45 Biodetectives: Investigations in Forensics: Investigation 9 Lab Manual A: Chapter 12; 31 Lab Manual B: Chapter 12

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	TECH: i Text and Transparencies Plus: 1-3, 2-3, 3-1, 5-2, 6-3, 8-1, 12-1, 15-1, 16-3, 17-2, 19-2, 30-1; 31-1, 32-1, 34-2, 36-3, 39-4, 40-3, 40-4, Animated Bio Concepts Video: #8; 20; 31, Biodetectives Video: Influenza: Tracking A Virus Lab Simulation CD-ROM: DNA Structure and Function
• Analyze primary sources of information to guide the development of the procedure.	SE/TE: 54, 161, 168, 215, 334-335, 462-463, 496, 521, 627, 656, 714, 739, 759, 883, 964, 990-991
	TR: 49, 157, 169, 208, 331, 457, 497, 516, 622, 657, 715, 726, 745, 878, 956, 985, Guided Reading and Study Workbook and Lesson Plans: Section 2-4, 6-4, 7-1, 8-3, 13-4; 18-3, 20-1, 20-5, 24-3, 26-1, 28-1, 28-3, 29-1, 34-2, 37-3, 38-3 Biotechnology Manual: Lab 17, Issue 4; Issues and Decision Making: Issue 1, 3, 50; 18; 40 Lab Manual A: Chapter 6; 9; 13; 17; 21; 25; 28 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 2-4, 6-4, 7-1, 8-3, 13-4, 18-3, 20-1, 20-5, 24-3, 26-1, 28-1, 28-3, 29-1, 34-2, 37-3, 38-3 Animated Bio Concepts Video: # 6, 7, 8; 10, 11; 5; 9; 36; 52; 38, 43; 40, 41; 34; 10, 11; 41; 42 Lab Simulation CD-ROM: Photosynthesis; Presentation Assistant Plus: Interest Grabber, Section Outline, Concept Map
• Select and use appropriate instruments to extend observations and measurements.	SE/TE: Most Labs, 24-26, 42, 54, 113, 161, 231, 235, 942
	TR: 24, 40, 106, 157, 226, 943, 1069-1071 Guided Reading and Study Workbook and Lesson Plans: Section 1-4, 2-2, 4-4, 6-4, 9-2, 37-1 Biotechnology Manual: Issues and Decision Making: Issue 1, 3, 50; 37-1 Biodetectives: Investigations in Forensics: Labs Lab Manual A: Lab 2; 5; Chapter 1, 2; 6; 10; 13; 17, 19; 20; 27 Lab Manual B: Lab 2; 5; Chapter 1; 2; 6; 10; 13; 19; 20; 30

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	TECH: i Text and Transparencies Plus: Section 1-4, 2-2, 4-4, 6-4, 9-2, 37-1
• Revise explanations and models based on evidence and logic.	SE/TE: 42, 54-55, 79, 113, 118, 133, 158, 161, 231, 235, 255, 335, 368, 411, 420, 489, 521, 603, 677, 709, 815, 935, 942
	TR: 40, 49, 74, 106, 119, 129, 157, 226, 251, 331, 369, 404, 417, 485, 517, 599, 669, 709, 806, 933, 943 Guided Reading and Study Workbook and Lesson Plans: Section Biotechnology Manual: Issues and Decision Making: Issue Biodetectives: Investigations in Forensics: Lab Manual A: Chapter Lab Manual B: Chapter
	TECH: i Text and Transparencies Plus: Animated Bio Concepts Video: Biodetectives Video: Lab Simulation CD-ROM:
• Use technology and mathematic skills to enhance investigations, communicate results, and defend conclusions. Examples: Computer-based data collection, Graphical analysis and representation	SE/TE: 27, 42, 54, 118, 133, 161, 180, 213, 231, 235, 255, 268, 351, 368, 387, 392, 416, 420, 441, 695, 709, 787, 815, 942, 977
	TR: 24, 40, 119, 129, 157, 174, 208, 226, 250, 263, 349, 369, 378, 393, 417, 435, 694, 701, 782, 806, 943, 971 Guided Reading and Study Workbook and Lesson Plans: Section 2-2, 5-1, 5-3, 6-4, 7-2, 8-3, 9-2; 10-3; 14-2, 15-1, 15-3; 16-1, 17-1, 17-4, 27-3, 27-4, 30-3, 31-2, 37-1, 38-1 Section Review: Section 15:3; 16-1 Biotechnology Manual: Lab 17, Issue 4 Issues and Decision Making: Issue 47; 1, 3, 50; 7; 14; 13; 33; 13 Biodetectives: Investigations in Forensics: Investigation 1; 3; 4; 6; 10 Lab Manual A: Chapter 5; 9; 15; 27 Lab Manual B: Chapter 5; 9; 15; 27

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• Use appropriate technology to display data (i.e. spreadsheets, PowerPoint, web).	SE/TE: 42, 54- 55, 161, 231, 234-235, 254-255, 676-677, 708 -709, 942
	TR: 40, 49, 157, 226, 250, 669, 701, 933 Guided Reading and Study Workbook and Lesson Plans: Section 2-2, 2-4, 6-4, 9-2, 10-3, 26-3, 27-4, 37-1 Design an Experiment : Chapter 2; 6 Quick Lab: 2; 9 Real World Lab: 9 Exploration: chapter 10; 26; 27 Inquiry: Chapter : 37
	TECH: i Text and Transparencies Plus: Section 2-2, 2-4, 6-4, 9-2, 10-3, 26-3, 27-4, 37-1
9-12.N.2.2. Students are able to practice safe and effective laboratory techniques.	
• Handle hazardous materials properly.	SE/TE: 28, 54-55, 161, 215, 334-335, 521, 543, 677, 739, 883, 905, 937, 965, 990-991, 1066-1068, 1078-1080
	TR: 24, 49, 157, 208, 331, 516, 537, 669, 720, 878, 901, 933, 956, 985 Guided Reading and Study Workbook and Lesson Plans: Section 1-4, 2-4, 6-4, 8-3, 13-4, 20-5, 21-3, 26-3, 28-2, 34-2, 35-3, 36-3, 38-3 Lab Manual A: Laboratory Skills p. 8-9; Chapter 3; 4; 13; Lab Manual B: Laboratory Skills p. 8-9; Chapter 3; 13; 30
	TECH: i Text and Transparencies Plus: Section 1-4, 2-4, 6-4, 8-3, 13-4, 20-5, 21-3, 26-3, 28-2, 34-2, 35-3, 36-3, 38-3

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• Use safety equipment correctly.	SE/TE: 28, 54-55, 81, 133, 161, 215, 334-335, 543, 739, 842, 937, 990-901, 1078-1080
	TR: 24, 49, 74, 124, 157, 208, 331, 537, 720, 833, 933, 985 Guided Reading and Study Workbook and Lesson Plans: Section 1-4, 2-4, 3-3, 5-2, 6-4, 8-3, 13-4, 21-3, 28-2, 32-2, 36-3, 38-3 Biotechnology Manual: Issues and Decision Making: Issue Biodetectives: Investigations in Forensics: Lab Manual A: Laboratory Skills 1, 5, 6, 7; Chapter Chapter 2; 3; 6; 7; 8; 9; 12; 13; 17; 19; 21; 23; 26; 27; 28; 30; 31; 34; 35; 38; 40 Lab Manual B: laboratory skills 1, 5, 6, 7; Chapter 1; 2; 3; 6; 7; 8; 9; 13; 17; 19; 20; 21; 22; 23; 24; 25; 26; 27; 28; 29; 30; 33; 34; 37; 38
	TECH: i Text and Transparencies Plus: Section 1-4, 2-4, 5-2, 3-3, 6-4, 8-3, 13-4, 21-3, 28-2, 32-2, 36-3, 38-3
• Practice emergency procedure.	N / A
	TR: Lab Manual A: p. 9-11 Lab Manual B: p. 9-11
• Wear appropriate attire.	SE/TE: 28, 54-55, 81, 133, 161, 215, 242, 504, 543, 627, 759, 842, 915, 937, 990-991
	TR: 24, 49, 74, 124, 157, 208, 241, 497, 537, 622, 751, 833, 910, 933, 985 Guided Reading and Study Workbook and Lesson Plans: Section 1-4, 2-4, 3-3, 5-2, 6-4, 8-3, 24-3, 29-2, 32-2, 35-5, 36-3, 38-3 Lab Manual B: p. 8-9; Laboratory Skills 1, 6, 7, Chapter 2; 3; 6; 7; 8; 9; 12; 13; 17; 19; 21; 23; 26; 27; 28; 30; 31; 34; 35; 38; 40 Lab Manual B: p. 8-9; Laboratory Skills 1, 6, 7, Chapter 1; 2; 3; 6; 7; 8; 9; 13; 17; 19; 20; 21; 22; 23; 24; 25; 26; 27; 28; 29; 30; 33; 34; 37; 38;
	TECH: i Text and Transparencies Plus: Section 1-4, 2-4, 3-3, 5-2, 6-4, 8-3, 10-1, 24-3, 29-2, 32-2, 35-5, 36-3, 38-3

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• Practice safe behaviors.	SE/TE: 28, 29, 54-55, 81, 133, 161, 215, 242, 334-335, 504, 521, 543, 627, 677, 739, 759, 842, 883, 905, 915, 937, 990-991, 1078-1080 Lab Manual A: p. 7-11; All Labs Lab Manual B: p. 7-11; All Labs
	TR: 24, 49, 124, 157, 208, 241, 331, 497, 516, 537, 622, 669, 720, 751, 833, 901, 910, 933, 985 Guided Reading and Study Workbook and Lesson Plans: Section 1-4, 2-4, 5-2, 6-4, 8-3, 10-1, 13-4, 20-1, 20-5, 21-3, 24-3, 26-3, 28-2, 29-2, 32-2, 35-3, 35-5, 36-3, 38-3 Lab Manual A: p. 7-11; All Labs Lab Manual B: p. 7-11; All Labs
	TECH: i Text and Transparencies Plus: Section 1-4, 2-4, 5-2, 6-4, 8-3, 10-1, 13-4, 20-1, 20-5, 21-3, 24-3, 26-3, 28-2, 29-2, 32-2, 35-3, 35-5, 36-3, 38-3
Core High School Nature of Science Performance Descriptors	
High school students performing at the advanced level:	
• given a scientific discovery, evaluate how different societal, cultural, and personal beliefs influenced the investigation and its interpretation;	SE/TE: 12-13, 154-155, 170-171, 204-205, 293-294, 374-375, 624-625, 730-731, 836-837, 948-949
	TR: 8, 150, 169, 204, 287, 373, 622, 726, 833, 943 Guided Reading and Study Workbook and Lesson Plans: 1-2, 6-3, 7-1, 8-2, 12-1, 24-3, 28-3, 32-3; 37-1 Biotechnology Manual: Labs 4, 5, 6 Issues and Decision Making: Issue 22, 25, 26, 30, 32, 34, 36; 15, 17; Lab Manual A: Chapter 8; 12 Lab Manual B: Chapter 8; 12
	TECH: i Text: and Transparencies Plus: 1-2, 6-3, 7-1, 8-2, 12-1, 24-3, 28-3, 32-3; 37-1 Animated Bio Concepts Video: # 8; 20; 43 Biodetectives Video: Mummies: Ties To The Past Lab Simulation CD-ROM: Photosynthesis; DNA Structure and Replication; Cardiovascular 1: The Beating Heart
• design and conduct an investigation using an alternative student- developed hypothesis.	SE/TE: 54, 81, 133, 161, 195, 215, 235, 334, 521, 543, 603, 627, 649, 677, 739, 759, 883, 964, 990, 957, 1055

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	TECH: i Text and Transparencies Plus: Section 2-4, 3-3, 5-3, 6-4, 7-4, 8-3, 9-2, 13-4, 20-5, 21-3, 23-5, 24-3, 25-3, 26-3, 28-4, 29-2, 34-2, 37-3, 38-3, 40-4
High school students performing at the proficient level:	
• given a scientific discovery narrative, determine and describe how societal, cultural, and personal beliefs influenced the investigation and its interpretation;	SE/TE: 12-13, 154-155, 170-171, 204-205, 293-294, 374-375, 624-625, 730-731, 836-837, 948-949
	TR: 8, 150, 169, 204, 287, 373, 622, 726, 833, 943 Guided Reading and Study Workbook and Lesson Plans: 1-2, 6-3, 7-1, 8-2, 12-1, 24-3, 28-3, 32-3; 37-1 Biotechnology Manual: Labs 4, 5, 6 Issues and Decision Making: Issue 22, 25, 26, 30, 32, 34, 36; 15, 17; Lab Manual A: Chapter 8; 12 Lab Manual B: Chapter 8; 12
	TECH: i Text: and Transparencies Plus: 1-2, 6-3, 7-1, 8-2, 12-1, 24-3, 28-3, 32-3; 37-1 Animated Bio Concepts Video: # 8; 20; 43 Biodetectives Video: Mummies: Ties To The Past Lab Simulation CD-ROM: Photosynthesis; DNA Structure and Replication; Cardiovascular 1: The Beating Heart
• describe the role of observation and evidence in the development and modification of hypotheses, theories, and laws; then apply science process skills to design and conduct student investigations.	SE/TE: 14-15, 19, 42, 55, 81, 118, 188, 235, 249, 318, 335, 379, 491, 504, 543, 648-649, 707, 759, 843, 879, 883, 942, 965, 990, All Design an Experiment listed xv

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	TECH: i Text and Transparencies Plus: Section 1-3, 2-2, 2-4, 3-3, 5-1, 9-2, 10-1, 13-1, 15-3, 19-3, 20-1, 21-3, 25-3, 27-4, 29-2, 32-2, 37-3, 38-3, Animated Bio Concepts Video: # 4; 12, 14, 15; 38; 42; 41; Biodetectives Video: # 1-10 Lab Simulation CD/ROM: All
High school students performing at the basic level:	
<ul style="list-style-type: none"> • describe the role of observation in the development of hypotheses, theories, and laws and conduct student investigations; 	SE/TE: 14-15, 29, 70, 86, 138, 194, 200, 254, 326, 361, 401, 446, 521, 550, 613, 640, 718, 753, 775, 820, 861, 883, 930, 942, 970, 1022
	TR: 8, 16, 24, 67, 139, 190, 201, 250, 322, 355, 397, 447, 516, 551, 609, 639, 715, 751, 771, 821, 878, 926, 943, 971, 1016 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, 1-3, 3-2, 6-1, 7-4, 8-1, 10-3, 13-2, 14-3, 16-2, 18-1, 20-5, 22-1, 24-1, 25-2, 28-1, 29-2, 30-2, 32-1, 34-2, 36-2, 37-1, 38-1, 39-4, Biotechnology Manual: Concept 1; Issue 1; Labs 8, 9, 12; Labs 2, 11, 12; Concepts 2, 3, 4, 6; Issues and Decision Making: Issue 29; 24; 9- 10, 11, 12; 37; 6, 45 Biodetectives: Investigations in Forensics: Investigations 1-10 Lab Manual A: Chapter 1; 3; 6; 7; 8; 10; 13; 14; 16; 18; 20; 22; 24; 25; 28; 29; 30; 32; 34; 36; 37; 38; 39 Lab Manual B: Chapter Chapter 1; 3; 6; 7; 8; 10; 13; 14; 16; 18; 20; 22; 24; 25; 28; 29; 30; 32; 34; 36; 37; 38; 39

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	TECH: i Text and Transparencies Plus: Section 1-1, 1-3, 1-4, 3-2, 6-1, 7-4, 8-1, 10-3, 13-2, 14-3, 16-2, 18-1, 20-5, 22-1, 24-1, 25-2, 28-1, 29-2, 30-2, 32-1, 34-2, 36-2, 37-1, 38-1, 39-4 Animated Bio Concepts Video: # 8; 30; 31; 38; 39; 43; Biodetectives Video: Lab Simulation CD/ROM: Cardiovascular 1; The Beating Heart Presentation Assistant Plus:
• given a scientific discovery narrative, identify the cultural and personal beliefs that influenced the investigation.	SE/TE: 12-13, 154-155, 170-171, 204-205, 293-294, 374-375, 624-625, 730-731, 836-837, 948-949
	TR: 8, 150, 169, 204, 287, 373, 622, 726, 833, 943 Guided Reading and Study Workbook and Lesson Plans: 1-2, 6-3, 7-1, 8-2, 12-1, 24-3, 28-3, 32-3; 37-1 Biotechnology Manual: Labs 4, 5, 6 Issues and Decision Making: Issue 22, 25, 26, 30, 32, 34, 36; 15, 17; Lab Manual A: Chapter 8; 12 Lab Manual B: Chapter 8; 12
	TECH: i Text: and Transparencies Plus: 1-2, 6-3, 7-1, 8-2, 12-1, 24-3, 28-3, 32-3; 37-1 Animated Bio Concepts Video: # 8; 20; 43 Biodetectives Video: Mummies: Ties To The Past Lab Simulation CD/ROM: Photosynthesis; DNA Structure and Replication; Cardiovascular 1: The Beating Heart
Core High School Nature of Science ELL Performance Descriptors	
High school ELL students performing at the proficient level:	
• describe the role of observation in the development of hypotheses;	SE/TE: 4, 65, 1060
	TR: 3, 63, 1060 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, Biotechnology Manual: Concept 1;
	TECH: i Text and Transparencies Plus: Section 1-1,
• conduct student investigations.	SE/TE: 19, 54, 70, 81, 118, 161, 220, 234, 318, 335, 379, 491, 521, 543, 608, 648, 724, 759, 796, 842, 883, 960, 964, 991

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Correlated to:

South Dakota Science Standards

(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 16, 49, 67, 74, 119, 157, 226, 287, 319, 331, 378, 485, 516, 537, 609, 643, 721, 751, 797, 833, 878, 956, 985 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 3-3, 5-1, 6-4, 9-2, 12-1, 13-1, 13-4, 15-3, 19-3, 20-5, 21-3, 24-1, 25-3, 28-2, 29-2, 31-1, 32-3, 34-2, 37-3, 38-3 Biotechnology Manual: Labs 4, 5, 6; Lab 17; Issue 4; Lab 16; Lab 7; Biodetectives: Investigations in Forensics: Investigations 1-10 Lab Manual A: Chapter 1; 2; 3; 5; 6; 9; 12; 13; 15; 19; 20; 21; 24; 25; 28; 29; 31; 32; 34; 37; 38 Lab Manual B: Chapter 1; 2; 3; 5; 6; 9; 12; 13; 15; 19; 20; 21; 24; 25; 28; 29; 31; 32; 34; 37; 38
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 3-3, 5-1, 6-4, 9-2, 12-1, 13-1, 13-4, 15-3, 19-3, 20-5, 21-3, 24-1, 25-3, 28-2, 29-2, 31-1, 32-3, 34-2, 37-3, 38-3 Animated Bio Concepts Video: # 4; 12, 14, 15; 20; 34; 36; 38; 42; 41 Lab Simulation CD-ROM: Cell Respiration; DNA Structure and Replication
High school ELL students performing at the intermediate level:	
<ul style="list-style-type: none"> • identify the role of observation in the development of hypotheses; 	SE/TE: 4, 65, 1060
	TR: 3, 63 ESL Intermediate: 64 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, Biotechnology Manual: Concept 1;
	TECH: i Text and Transparencies Plus: Section 1-1, Animated Bio Concepts Video: # Biodetectives Video: Lab Simulation CD-ROM: Presentation Assistant Plus:
<ul style="list-style-type: none"> • participate in student investigations with peers. 	SE/TE: 54, 70, 81, 161, 234, 254, 286, 318, 335, 361, 411, 462, 491, 521, 543, 573, 648, 702, 796, 815, 842, 865, 915, 937, 964

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(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 49, 67, 74, 157, 226, 250, 287, 331, 355, 404, 457, 485, 516, 537, 569, 643, 701, 797, 833, 857, 910, 933, 956, 985 SL Intermediate: 64 Guided Reading and Study Workbook and Lesson Plans: Section 2-4, 3-2, 3-3, 6-4, 9-2, 10-3, 12-1, 13-4, 14-3, 16-3, 18-3, 19-3, 20-5, 21-3, 22-5, 25-3, 27-4, 31-1, 32-3, 33-3, 35-5, 36-3, 38-3 Lab Manual A: Chapter 2; 3; 6; 9; 10; 12; 13; 14; 16; 18; 19; 20; 21; 22; 25; 27; 31; 32; 33; 35; 36; 38 Lab Manual B: Chapter 2; 3; 6; 9; 10; 12; 13; 14; 16; 18; 19; 20; 21; 22; 25; 27; 31; 32; 33; 35; 36; 38
	TECH: i Text and Transparencies Plus: Section 2-4, 3-2, 3-3, 6-4, 9-2, 10-3, 12-1, 13-4, 14-3, 16-3, 18-3, 19-3, 20-5, 21-3, 22-5, 25-3, 27-4, 31-1, 32-3, 33-3, 35-5, 36-3, 38-3 Animated Bio Concepts Video: # 20; 30; 34; 38; 41 Lab Simulation CD-ROM: DNA Structure and Replication;
High school ELL students performing at the basic level:	
<ul style="list-style-type: none"> • use observations to collect data; 	SE/TE: 34, 86, 138, 168, 234, 286, 318, 335, 368, 416, 470, 491, 496, 526, 578, 608, 656, 714, 766, 796, 842, 870, 964, 991, 1025
	TR: 35, 87, 139, 169, 226, 287, 319, 331, 369, 417, 471, 527, 579, 609, 657, 715, 767, 797, 833, 871, 956, 1016 ESL Basic: 64 Guided Reading and Study Workbook and Lesson Plans: Section 2-1, 4-1, 6-1, 7-1, 9-2, 12-1, 13-1, 13-4, 15-1, 17-1, 19-1, 23-1, 24-1, 26-1, 28-1, 30-1, 31-1, 32-2, 34-1, 37-3, 39-4 Lab Manual A: Chapter 2; 4; 6; 7; 9; 12; 13; 15; 17; 19; 23; 24; 26; 28; 30; 31; 32; 34; 37; 39 Lab Manual B: Chapter 2; 4; 6; 7; 9; 12; 13; 15; 17; 19; 23; 24; 26; 28; 30; 31; 32; 34; 37; 39
	TECH: i Text and Transparencies Plus: Section 2-1, 4-1, 6-1, 7-1, 9-2, 12-1, 13-1, 13-4, 15-1, 17-1, 19-1, 23-1, 24-1, 26-1, 28-1, 30-1, 31-1, 32-2, 34-1, 37-3, 39-4

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(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• observe student investigations with peers;	SE/TE: 42, 70, 81, 113, 153, 161, 234, 286, 318, 387, 401, 491, 531, 573, 613, 676, 718, 739, 796, 842, 875, 883, 964, 991, 1022
	TR: 40, 67, 74, 106, 157, 226, 287, 319, 378, 393, 485, 527, 569, 599, 669, 715, 734, 797, 833, 871, 878, 956, 985, 1016 Guided Reading and Study Workbook and Lesson Plans: Section 2-2, 3-2, 3-3, 4-4, 6-4, 9-2, 12-1, 13-1, 15-3, 17-1, 19-3, 22-5, 23-5, 26-3, 28-1, 28-4, 31-1, 32-2, 34-1, 34-2, 37-3, 38-3, 39-4 Lab Manual A: Chapter 2; 3; 4; 6; 9; 12; 13; 15; 17; 19; 22; 23; 26; 28; 31; 32; 34; 37; 38; 39 Lab Manual B: Chapter 2; 3; 4; 6; 9; 12; 13; 15; 17; 19; 22; 23; 26; 28; 31; 32; 34; 37; 38; 39
	TECH: i Text and Transparencies Plus: Section 2-2, 3-2, 3-3, 4-4, 6-4, 9-2, 12-1, 13-1, 15-3, 17-1, 19-3, 22-5, 23-5, 26-3, 28-1, 28-4, 31-1, 32-2, 34-1, 34-2, 37-3, 38-3, 39-4
• respond correctly to yes or no questions on topics presented in class.	SE/TE: Support For English Language Learners 222, 398, 772
	TR: 221, 397, 771 Guided Reading and Study Workbook and Lesson Plans: Section 9-1, 16-2, 30-2
	TECH: i Text and Transparencies Plus: Section 9-1, 16-2, 30-2
High school ELL students performing at the emergent level:	
• use correct pronunciation of science words;	SE/TE: 1105-1123 (Spanish)
• use non-verbal communication to express scientific ideas.	N / A
High school ELL students performing at the pre-emergent level:	
• observe and model appropriate cultural and learning behaviors from peers and adults;	N / A
• listen to and observe comprehensible instruction and communicate understanding non-verbally.	N / A

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Correlated to:

**South Dakota Science Standards
(Grades 9-12)**

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Core High School Physical Science	
Standards, Supporting Skills, and Examples	
Indicator 1: Describe structures and properties of, and changes in, matter.	
Standard, Supporting Skills, and Examples	
9-12.P.1.1. Students are able to use the Periodic Table to determine the atomic structure of elements, valence number, family relationships, and regions (metals, nonmetals, and metalloids).	
• Determine protons, neutrons, electrons, mass number, and atomic number from the Periodic Table.	SE/TE: 35
	TR: 35 Guided Reading and Study Workbook and Lesson Plans: Section 2-1
	TECH: i Text and Transparencies Plus: Section 2-1 Animated Bio Concepts Video: # 1, 2, 3
• Determine the number of valence electrons for elements in the main (s&p) blocks of the Periodic Table.	N / A
• Identify the relative metallic character of an element based on its location on the Periodic Table.	N / A
9-12.P.1.2. Students are able to describe ways that atoms combine.	
• Name and write formulas for binary ionic and covalent compounds. Example: sodium chloride (NaCl), carbon dioxide (CO ₂) • Compare the roles of electrons in covalent, ionic, and metallic bonding.	SE/TE: 38, 40, 44, 47
	TR: 35, 40, 44 Guided Reading and Study Workbook and Lesson Plans: Section 2-1, 2-2, 2-3
	TECH: i Text and Transparencies Plus: Section 2-1, 2-2, Animated Bio Concepts Video: # 1, 2, 3 Lab Simulation CD-ROM: Properties of Biomolecules
• Discuss the special nature of carbon covalent bonds.	SE/TE: 44-48
	TR: 44 Guided Reading and Study Workbook and Lesson Plans: Section 2-3 Lab Manual A: Chapter 2 Lab Manual B: Chapter 2

Correlated to:
South Dakota Science Standards
(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 2-3 Lab Simulation CD-ROM: Properties of Biomolecules
9-12.P.1.3. Students are able to predict whether reactions will speed up or slow down as conditions change. Examples: temperature, concentration, surface area, and catalysts	SE/TE: 51-55
	TR: 49 Guided Reading and Study Workbook and Lesson Plans: Section 2-4
	TECH: i Text and Transparencies Plus: Section 2-4 Animated Bio Concepts Video: # 4 Lab Simulation CD-ROM: Properties of Biomolecules
9-12.P.1.4. Students are able to balance chemical equations by applying the Law of Conservation of Matter.	
<ul style="list-style-type: none"> Trace number of particles in diagrams and pictures of balanced equations. Example: Write out an equation with symbols: $\text{Mg} + 2\text{HCL} \rightarrow \text{MgCl}_2 + 2\text{H}_2$	N / A
9-12.P.1.5. Students are able to distinguish among chemical, physical, and nuclear changes.	
<ul style="list-style-type: none"> Differentiate between physical and chemical properties used to describe matter. 	N / A
<ul style="list-style-type: none"> Identify key indicators of chemical and physical changes. 	N / A
<ul style="list-style-type: none"> Describe the effects of changing pressure, volume, or temperature upon gases. 	N / A
<ul style="list-style-type: none"> Identify characteristics of a solution and factors that affect the rate of solution formation. 	SE/TE: 41, 42, 43, 183-186
	TR: 40, 182 Guided Reading and Study Workbook and Lesson Plans: Section 2-2, 7-3 Lab Manual A: Laboratory Skills 7; Chapter 7 Lab Manual B: Laboratory Skills 7; Chapter 7
	TECH: i Text and Transparencies Plus: Section 2-2, 7-3 Animated Bio Concepts Video: # 5, 6

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<ul style="list-style-type: none"> Explain the differences among nuclear, chemical, and physical changes at the atomic level. <p>Examples: solute, solvent, concentrated, dilute, saturated, unsaturated, supersaturated; Factors affecting rate: agitation, heating, particle size, pictures of particles</p>	SE/TE: 42, 183-186
	TR: 40, 182 Guided Reading and Study Workbook and Lesson Plans: Section 2-2, 7-3 Lab Manual A: Laboratory Skills 7; Chapter 7 Lab Manual B: Laboratory Skills 7; Chapter 7
	TECH: i Text and Transparencies Plus: Section 2-2, 7-3 Animated Bio Concepts Video: #5, 6
Indicator 2: Analyze forces, their forms, and their effects on motions.	
Standard, Supporting Skills, and Examples	
9-12.P.2.1. Students are able to apply concepts of distance and time to the quantitative relationships of motion using appropriate mathematical formulas, equations, and units.	
<ul style="list-style-type: none"> Evaluate speed, velocity, and acceleration both qualitatively and quantitatively. <p>Examples: Identify the sign (+, -, 0) of an object's acceleration based on velocity information.</p>	N / A
<ul style="list-style-type: none"> Predict whether an object speeds up, slows down, or maintains a constant speed based on the forces acting upon it. 	N / A
<ul style="list-style-type: none"> Calculate acceleration using the equation $A_{avg} = \Delta V / \Delta t$. 	N / A
<ul style="list-style-type: none"> Given distance and time, calculate the velocity or speed of an object. 	N / A
<ul style="list-style-type: none"> Create and interpret graphs of linear motion. <p>Example: Given a velocity-time or a distance-time graph with different slopes, determine the motion of an object.</p>	N / A
<ul style="list-style-type: none"> Distinguish between velocity and acceleration as related to force. 	N / A
9-12.P.2.2. Students are able to predict motion of an object using Newton's Laws.	
<ul style="list-style-type: none"> Describe how inertia is related to Newton's First Law. 	N / A

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• Explain the effect of balanced and unbalanced forces.	N / A
• Identify the forces at work on action/reaction pairs as distinguished from balanced forces. Examples: Draw a linear force diagram for the forces acting on an object in contact with another.	N / A
• Identify action/reaction pairs.	N / A
• Explain how force, mass, and acceleration are related.	N / A
9-12.P.2.3. Students are able to relate concepts of force, distance, and time to the quantitative relationships of work, energy, and power.	
• Apply appropriate mathematical formulas and equations to concepts using appropriate units. Examples: Calculate power given force, distance and time; Calculate work done on an object given force and distance.	N / A
Indicator 3: Analyze interactions of energy and matter.	
Standard, Supporting Skills, and Examples	
9-12.P.3.1. Students are able to describe the relationships among potential energy, kinetic energy, and work as applied to the Law of Conservation of Energy.	
• Describe how energy can be transferred and transformed to produce useful work. Examples: Diagram simple energy transfers, describing the objects and the forms of energy gained and lost; Use simple machines as an example of the transmission of energy.	N / A
• Given the formulas, calculate the mechanical advantage and efficiency of selected systems.	N / A
• Explain methods of heat transfer. Examples: conduction, radiation, and convection	N / A
9-12.P.3.2. Students are able to describe how characteristics of waves are related to one another.	
• Relate wavelength, speed, and frequency ($v = \lambda f$).	N / A

**Correlated to:
South Dakota Science Standards
(Grades 9-12)**

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
<ul style="list-style-type: none"> • Distinguish between transverse and longitudinal waves. <p>Examples: Discuss changes in frequency of waves using the Doppler Effect; Compare the energy of different frequency ranges of waves with in the electromagnetic spectrum. Describe how different colors of light waves have different amounts of energy.</p>	N / A
9-12.P.3.3. Students are able to describe electrical effects in terms of motion and concentrations of charged particles.	
<ul style="list-style-type: none"> • Relate potential difference to current. 	N / A
<ul style="list-style-type: none"> • Describe how static electricity is different from current electricity. 	N / A
<ul style="list-style-type: none"> • Interpret and apply Ohm's Law. 	N / A
<ul style="list-style-type: none"> • Describe electrical attractions and repulsions. 	N / A
<ul style="list-style-type: none"> • Describe how magnetism originates from motion of charged particles. 	N / A
Core High School Physical Science Performance Descriptors	
High school students performing at the advanced level:	
<ul style="list-style-type: none"> • predict the type of bonds formed as elements combine; 	N / A
<ul style="list-style-type: none"> • balance chemical equations involving polyatomic ions; 	N / A
<ul style="list-style-type: none"> • analyze and solve a problem involving velocity, acceleration, force, work, energy, or power; 	N / A
<ul style="list-style-type: none"> • construct or design a model that illustrates the Law of Conservation of Energy to show energy changes from potential to kinetic in doing work; 	N / A
<ul style="list-style-type: none"> • describe electrical effects in terms of motion and concentrations of charged particles. 	N / A
High school students performing at the proficient level:	
<ul style="list-style-type: none"> • use the Periodic Table to determine the properties of elements and the ways they combine; 	N / A
<ul style="list-style-type: none"> • given a variable, predict whether reactions will speed up or slow down as conditions change; 	N / A

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• balance simple chemical equations;	N / A
• describe chemical, physical, and nuclear changes at the atomic and macroscopic levels;	N / A
• calculate velocity, acceleration, force, work, energy, and power given the formulas;	N / A
• given the forces acting on an object, predict its motion using Newton's Laws;	N / A
• apply the Law of Conservation of energy to show energy changes from potential to kinetic in doing work;	N / A
• describe how characteristics of waves are related to one another;	N / A
• describe electrical effects in terms of motion and concentrations of charged particles.	N / A
High school students performing at the basic level:	
• use the Periodic Table to determine the properties of the 1st 18 elements;	N / A
• provide the coefficients for an unbalanced synthesis or decomposition equation;	N / A
• identify chemical and physical changes at the macroscopic level;	N / A
• calculate velocity and force given the formulas;	N / A
• given an example, identify which of Newton's Laws is illustrated;	N / A
• identify the characteristics of waves;	N / A
• identify electricity as movement of charged particles.	N / A
Core High School Physical Science ELL Performance Descriptors	
High school ELL students performing at the proficient level:	
• read the Periodic Table to gather information about elements;	N / A
• describe basic chemical and physical changes;	N / A
• describe what a force is;	N / A
• define the parts of waves;	N / A

**Correlated to:
South Dakota Science Standards
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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• recognize that electricity is movement of charged particles.	N / A
High school ELL students performing at the intermediate level:	
• read the Periodic Table;	N / A
• recognize basic chemical and physical changes;	N / A
• identify what a force is;	N / A
• label parts of a wave;	N / A
• turn a circuit on and off.	N / A
High school ELL students performing at the basic level:	
• know what the Periodic Table is;	SE/TE: Support For English Language Learners: 36, 1086
	TR: 35 Guided Reading and Study Workbook and Lesson Plans: Section 2-1
	TECH: i Text and Transparencies Plus: Section 2-1
• observe physical changes in matter;	N / A
• demonstrate a force;	N / A
• recognize a wave;	N / A
• identify usage of electricity in daily life.	N / A
High school ELL students performing at the emergent level:	
• use correct pronunciation of science words;	SE/TE: 1105-1123 (Spanish)
• use non-verbal communication to express scientific ideas.	N / A
High school ELL students performing at the pre-emergent level:	
• observe and model appropriate cultural and learning behaviors from peers and adults;	N / A
• listen to and observe comprehensible instruction and communicate understanding non-verbally.	N / A

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Core High School Life Science	
Standards, Supporting Skills, and Examples	
Indicator 1: Understand the fundamental structures, functions, classifications, and mechanisms found in living things.	
Standard, Supporting Skills, and Examples	
9-12.L.1.1. Students are able to relate cellular functions and processes to specialized structures within cells.	
• Transport Examples: cell membrane, homeostasis	SE/TE: 182-189
	TR: 182 Guided Reading and Study Workbook and Lesson Plans: Section 7-3 Lab Manual A: Chapter 7 Lab Manual B: Chapter 7
	TECH: i Text and Transparencies Plus: Section 7-3 Animated Bio Concepts Video: # 5, 6, 7 Lab Simulation CD-ROM: Biomembranes: Membrane Structure and Support
• Photosynthesis and respiration Examples: ATP-ADP energy cycle; Role of enzymes; Mitochondria; Chloroplasts	SE/TE: 18, 51-55, 68, 77, 174, 179, 180-182, 201, 202-203, 204-207, 208-211, 212-214, 221-232, 302-306, 426- 428, , 474, 505-506, 552, 595, 596-7, 667, 971
	TR: 16, 49, 67, 74, 169, 174, 201, 208, 221, 226, 300, 423, 471, 497, 551, 595, 664, 971 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 3-3, 7-1, 7-2, 8-1, 8-3, 9-1, 9-2; 12-3, 17-2, 19-1, 20-1, 22-1, 23-4, 26-2, 38-1 Biotechnology Manual: Issue 4; Lab 17, Issue 4; Lab 1; Issues and Decision Making: Issue 5, 35, 39, 49 Biodetectives: Investigations in Forensics: Lab Manual A: Chapter 3; 9; 19, Lab Manual B: Chapter 3; 9; 19;

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 3-3, 7-1, 7-2, 8-1, 8-3, 9-1, 9-2, 12-3, 17-2, 19-1, 20-1, 22-1, 23-4, 26-2, 38-1 Animated Bio Concepts Video: #4; 8; 10, 11; 13; 14, 15; 25, 26; Biodetectives Video: Pfisteria: A Killer in the Water Lab Simulation CD-ROM: Photosynthesis; Cell Respiration; DNA Structure and Replication; Roots, Stems, Leaves; Presentation Assistant Plus: Interest Grabber, Section Outline, Concept Map
• Storage and transfer of genetic information Examples: replication, transcription, and translation	SE/TE: 47, 175, 176, 181, 244, 245, 291-294, 295, 299, 301, 303-305, 306, 319-321, 322-330, 331-335, 341, 349, 324, 341-342, 349-353
	TR: 44, 174, 241, 287, 295, 300, 319, 322, 331, 341, 349 Guided Reading and Study Workbook and Lesson Plans: Section 2-4, 7-2, 10-1, 12-1, 12-2, 12-3, 12-3, 13-1, 13-2, 13-3, 14-2 Biotechnology Manual: Labs 4, 5, 6; Lab 10, Issues 2, 3; Issue 1; Labs 8, 9, 12; Concepts 5, 7; labs 14, 15 Issues and Decision Making: Issue 7; 24 Biodetectives: Investigations in Forensics: Investigation 4 Lab Manual A: Chapter 12; 13 Lab Manual B: Chapter 12; 13
	TECH: i Text and Transparencies Plus: Section 2-4, 7-2, 10-1, 12-1, 12-2, 12-3, 12-3, 13-1, 13-2, 13-3, 14-2 Animated Bio Concepts Video: # 30; 21; 25, 26; 23; 24 Biodetectives Video: Coming Home: A Nation's Pledge Lab Simulation CD-ROM: DNA: Structure and Replication;
• Cell life cycles Examples: somatic cells (mitosis), germ cells (meiosis)	SE/TE: 243-249, 250, 254-255, 275-278, 281, 395, 581, 667, 758, 1010, 1013

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 241, 250, 279, 393, 664, 751, 1009 Guided Reading and Study Workbook and Lesson Plans: Section 10-1, 10-3, 11-5, 16-1, 26-2, 29-2, 39-3 Biodetectives: Investigations in Forensics: Investigation 3; Lab Manual A: Chapter 16; Lab Manual B: Chapter 16;
	TECH: i Text and Transparencies Plus: Section 10-1, 10-3, 11-5, 16-1, 26-2, 29-2, 39-3 Animated Bio Concepts Video: # 16, 17 Biodetectives Video: Skin Cancer: Deadly Cells Lab Simulation CD-ROM: Presentation Assistant Plus: 26-2
9-12.L.1.2. Students are able to classify organisms using characteristics and evolutionary relationship of major taxa.	
• Kingdoms Examples: animals, plants, fungi, protista, monera	SE/TE: 449-450, 457-461, 497, 1072-1077
	TR: 447, 451, 457, 497 Guided Reading and Study Workbook and Lesson Plans: Section 18-1, 18-2, 18-3, 20-1 Biodetectives: Investigations in Forensics: Investigation 5 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 18-1, 18-2, 18-3, 20-1 Presentation Assistant Plus: Attention Grabber, Section Outline, Concept Map
• Phyla Examples: invertebrates, vertebrates, divisions of plants	SE/TE: 448, 452-455, 530-536, 554, 556-557, 561-562, 564, 566-567, 570-571, 660, 672-674, 686-688, 697-698, 705-707, 720-725, 737-738, 747-749, 769-770, 778-780, 803-805, 813-813, 828-831, 834

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(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 447, 451, 530, 551, 556, 560, 569, 657, 669, 683, 694, 701, 715, 720, 745, 767, 771, 797, 806 Guided Reading and Study Workbook and Lesson Plans: Section 18-1, 18-2, 22-2, 22-3, 22-5, 26-1, 26-3, 27-1, 27-3, 27-4, 28-1, 28-2, 29-1, 30-1, 30-2, 31-1, 31-2 Biodetectives: Investigations in Forensics: Investigation 5, Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 18-1, 18-2, 22-2, 22-3, 22-5, 26-1, 26-3, 27-1, 27-3, 27-4, 28-1, 28-2, 29-1, 30-1, 30-2, 31-1, 31-2 Animated Bio Concepts Video: # 25; 36;
Note: There is an ongoing scientific debate about the number of groupings and which organisms should be included in each.	
9-12.L.1.3. Students are able to identify structures and function relationships within major taxa. Examples: Relate how the layers in a leaf support leaf function. Interaction of agonist and antagonist muscles to support bone movement	SE/TE: : 80, 118, 119, 121-122, 124-127, 129-133, 136-137, 377, 397-399, 435, 573, 798, 826, 864
	TR: 74, 119, 124, 129, 373, 397, 435, 568, 797, 821, 857 Guided Reading and Study Workbook and Lesson Plans: Section 5-1, 5-2, 5-3, 15-2, 16-2, 17-4, 31-1, 32-1 Issues and Decision Making: Issue 48, 47; 13; 34; Biodetectives: Investigations in Forensics: Investigation 9; Lab Manual A: Chapter 5 Lab Manual B: Chapter 5
	TECH: i Text and Transparencies Plus: Section 7-2, 26-2, 27-1, 27-3, 27-4, 28-1, 29-2, 30-1, 30-3, 31-1, 31-2, 32-1, 33-3 Animated Bio Concepts Video: # 35; 38; 37;

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Indicator 2: Analyze various patterns and products of natural and induced biological change.	
Standard, Supporting Skills, and Examples	
9-12.L.2.1. Students are able to predict inheritance patterns using a single allele.	
<ul style="list-style-type: none"> Solve problems involving simple dominance, co-dominance, and sex-linked traits using Punnett squares for F1 and F2 generations. Examples: color blindness, wavy hair	SE/TE: 265, 266, 270-271, 345-346, 348, 350
	TR: 263, 267, 341, 349 Guided Reading and Study Workbook and Lesson Plans: Section 11-1, 11-2, 14-1, 14-2 Biotechnology Manual: Lab 10; Issues 2, 3 Issues and Decision Making: Issue 7 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 11-1, 11-2, 14-1, 14-2 Animated Bio Concepts Video: # 19; 23 Biodetectives Video: Coming Home: A Nation's Pledge Lab Simulation CD-ROM: Mendelian Inheritance
<ul style="list-style-type: none"> Discuss disorders resulting from alteration of a single gene. Example: hemophilia, cystic fibrosis	SE/TE: 265-266, 270-271, 272-273, 345-346, 348, 350-351
	TR: 263, 267, 341, 349 Guided Reading and Study Workbook and Lesson Plans: Section 11-1, 11-2, 14-1, 14-2, Biotechnology Manual: Lab 10; Issue 2, 3 Issues and Decision Making: Issue 7 Lab Manual A: Chapter 14 Lab Manual B: Chapter 14
	TECH: i Text and Transparencies Plus: Section 11-1, 11-2, 14-1, 14-2 Animated Bio Concepts Video: # 19; 23, 24 Biodetectives Video: Coming Home: A Nation's Pledge Lab Simulation CD-ROM: Mendelian Inheritance

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9-12.L.2.2. Students are able to describe how genetic recombination, mutations, and natural selection lead to adaptations, evolution, extinction, or the emergence of new species. Examples: behavioral adaptations, environmental pressures, allele variations, bio-diversity	SE/TE: 150, 307-308, 320-321, 325, 380-383, 386, 397-399, 404, 406-407, 408-410, 639-642, 659, 671, 685, 718, 727, 736, 772-773, 777, 783, 787, 800-802, 808-812, 862, 872
	TR: 150, 307, 319, 322, 378, 397, 404, 633, 657, 664, 683, 694, 715, 720, 734, 771, 782, 857, 871 Guided Reading and Study Workbook and Lesson Plans: Section 6-3, 12-5, 13-1, 13-2, 15-3, 16-2, 16-3, 25-1, 26-1, 26-2, 27-1, 27-2, 28-1, 30-2, 30-3, 33-3, 34-1 Biotechnology Manual: Lab 13; Issue 1; Labs 8, 9, 12 Issues and Decision Making: Issue 22, 25, 26, 30, 32, 34, 36; 24; 16; 33 Biodetectives: Investigations in Forensics: Investigation 4 Lab Manual A: Chapter 13; 15; 16; 20; 25; 30, 31 Lab Manual B: Chapter 13; 15, 16; 20; 25; 30, 31
	TECH: i Text and Transparencies Plus: Section 6-3, 12-5, 13-1, 13-2, 15-3, 16-2; 16-3, 25-1, 26-1, 26-2, 27-1, 27-2, 28-1, 28-2, 29-2, 30-2, 30-3, 33-3, 34-1 Animated Bio Concepts Video: # 27, 28, 29; 37; 38 Biodetectives Video: Lab Simulation CD-ROM: DNA: Structure and Replication; Mendelian Inheritance Presentation Assistant Plus: 26-2
• Use comparative anatomy to support evolutionary relationships.	SE/TE: 370, 384-385
	TR: 369, 378 Guided Reading and Study Workbook and Lesson Plans: Section 15-1, 15-3 Biodetectives: Investigations in Forensics: Lab Manual A: Chapter 15; 26; 27; 28; 29; 30; 31; 32 Lab Manual B: Chapter 15; 26; 27; 28; 29; 30; 31; 32

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 15-1, 15-3 Animated Bio Concepts Video: # 35, 36, 37
Indicator 3: Analyze how organisms are linked to one another and the environment.	
Standard, Supporting Skills, and Examples	
9-12.L.3.1. Students are able to identify factors that can cause changes in stability of populations, communities, and ecosystems.	
• Define populations, communities, ecosystems, niches and symbiotic relationships.	SE/TE: 208, 209, 212-213, 1087-1104
	TR: 208 Guided Reading and Study Workbook and Lesson Plans: Section 8-2
	TECH: i Text and Transparencies Plus: Section 8-2
• Predict the results of biotic and abiotic interactions. Examples: Responses to changing of the seasons; Tolerances (temperature, weather, climate); Dormancy and migration; Fluctuation in available resources (water, food, shelter); Human activity; Biogeochemical cycles; Energy flow Cooperation and competition in ecosystems; Response to external stimuli	SE/TE: 208, 209, 212-213, 222, 226-227
	TR: 204, 208, 221, 226 Guided Reading and Study Workbook and Lesson Plans: Section 8-2, 8-3, 9-1, 9-2 Biodetectives: Investigations in Forensics: Lab Manual A: Chapter 3; 8; 9 Lab Manual B: Chapter 3; 8; 9
	TECH: i Text and Transparencies Plus: Section 8-2, 8-3, 9-1, 9-2 Animated Bio Concepts Video: #9; 10, 11; 13; 12, 14, 15 Lab Simulation CD-ROM: Photosynthesis, Cell Respiration
Core High School Life Science Performance Descriptors	
High school students performing at the advanced level:	
• explain the steps of photophosphorylation and the Calvin Cycle;	SE/TE: 208, 209, 212-213

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 204, 208 Guided Reading and Study Workbook and Lesson Plans: Section 8-2, 8-3, Biotechnology Manual: Lab 17; Issue 4; Lab Manual A: Chapter 8; Lab Manual B: Chapter 8;
	TECH: i Text and Transparencies Plus: Section 8-2, 8-3 Animated Bio Concepts Video: # 9; 10, 11 Lab Simulation CD/ROM: Photosynthesis
• analyze chemical reaction and chemical processes involved in the Calvin Cycle and Krebs Cycle;	SE/TE: 208, 209, 212-213, 222, 226-227
	TR: 204, 208, 221, 226 Guided Reading and Study Workbook and Lesson Plans: Section 8-2, 8-3, 9-1, 9-2, Biotechnology Manual: Lab 17; Issue 4; Lab 1 Lab Manual A: Chapter 8; 9 Lab Manual B: Chapter 8; 9
	TECH: i Text and Transparencies Plus: Section 8-2, 8-3, 9-1, 9-2 Animated Bio Concepts Video: # # 9; 10, 11; 13; 12, 14, 16 Lab Simulation CD/ROM: Photosynthesis; Cell Respiration
• predict the function of a given structure;	SE/TE: 80, 118, 126, 133, 136, 864
	TR: 74, 106, 124, 129, 857 Guided Reading and Study Workbook and Lesson Plans: Section 3-3, 4-4, 5-2, 5-3, 33-3
	TECH: i Text and Transparencies Plus: Section 3-3, 4-4, 5-2, 5-3, 33-3
• predict the outcome of changes in the cell cycle;	N / A
• explain how protein production is regulated;	SE/TE: 302-306
	TR: 300 Guided Reading and Study Workbook and Lesson Plans: Section 12-3

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 12-3 Animated Bio Concepts Video: #25, 26 Lab Simulation CD/ROM: DNA Structure and Replication
• predict how homeostasis is maintained within living systems;	SE/TE: 19, 505, 602, 891, 1008
	TR: 16, 497, 599, 891, 1003 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 20-1, 23-5, 35-1, 39-2 Biotechnology Manual: Issues and Decision Making: Issue Biodetectives: Investigations in Forensics: Lab Manual A: Chapter Lab Manual B: Chapter
	TECH: i Text and Transparencies Plus: Section 1-3, 20-1, 23-5, 35-1, 39-2 Animated Bio Concepts Video: # 32, 33; 47 Biodetectives Video: Lab Simulation CD/ROM: Presentation Assistant Plus:
• predict how traits are transmitted from parents to offspring;	SE/TE: 340, 348
	TR: 331, 341 Guided Reading and Study Workbook and Lesson Plans: Section 13-4, 14-1 Lab Manual A: Chapter 14 Lab Manual B: Chapter 14
	TECH: i Text and Transparencies Plus: Section 13-4, 14-1, Animated Bio Concepts Video: # 23
• construct an original dichotomous key. Proficient High school students performing at the proficient level:	SE/TE: 447
	TR: 446 - Teacher to Teacher, 447 Guided Reading and Study Workbook and Lesson Plans: Section 18-1 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 18-1
• describe and give examples of chemical reactions required to sustain life (hydrolysis, dehydration synthesis, photosynthesis, cellular respiration, ADP/ATP, role of enzymes);	SE/TE: 18, 51-55, 68, 77, 174, 179, 180-182, 201, 202-203, 204-207, 208-211, 212-214, 221-232, 302-306, 426- 428, , 474, 505-506, 552, 595, 596-7, 667, 971
	TR: 16, 49, 67, 74, 169, 174, 201, 208, 221, 226, 300, 423, 471, 497, 551, 595, 664, 971 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 3-3, 7-1, 7-2, 8-1,8-3, 9-1, 9-2; 12-3, 17-2, 19-1, 20-1, 22-1, 23-4, 26-2, 38-1 Biotechnology Manual: Issue 4; Lab 17, Issue 4; Lab 1; Issues and Decision Making: Issue 5, 35, 39, 49 Biodetectives: Investigations in Forensics: Lab Manual A: Chapter 3; 9; 19, Lab Manual B: Chapter 3; 9; 19;
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 3-3, 7-1, 7-2, 8-1, 8-3, 9-1, 9-2, 12-3, 17-2, 19-1, 20-1, 22-1, 23-4, 26-2, 38-1 Animated Bio Concepts Video: #4; 8; 10, 11; 13; 14, 15; 25, 26; Biodetectives Video: Pfisteria: A Killer in the Water Lab Simulation CD/ROM: Photosynthesis; Cell Respiration; DNA Structure and Replication; Roots, Stems, Leaves; Presentation Assistant Plus: Interest Grabber, Section Outline, Concept Map
• describe the relationship between structure and function (cells, tissues, organs, organ systems, and organisms);	SE/TE: 174-181, 664-667, 670-672, 684-686, 690, 695-696, 702-704, 716-719, 735-736, 774-778, 784-787, 800-802, 808-812, 822-827, 857-864

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	TR: 174, 664, 669, 683, 694, 701, 715, 734, 751, 771, 782, 797, 806, 821, 857 Guided Reading and Study Workbook and Lesson Plans: Section 7-2, 26-2, 27-1, 27-3, 27-4, 28-1, 29-2, 30-1, 30-3, 31-1, 31-2, 32-1, 33-3 Biotechnology Manual: Lab 7 Issues and Decision Making: Issue 37; 33; 34, 13 Biodetectives: Investigations in Forensics: Investigation 9 Lab Manual A: Chapter 27; 29; 30; 31, 33 Lab Manual B: Chapter 27; 29; 30; 31, 33
	TECH: i Text and Transparencies Plus: Section 7-2, 26-2, 27-1, 27-3, 27-4, 28-1, 29-2, 30-1, 30-3, 31-1, 31-2, 32-1, 33-3 Animated Bio Concepts Video: # 35; 38; 37;
• compare and contrast the cell cycles in somatic and germ cells;	SE/TE: 245, 250-252, 276-278
	TR: 241, 250, 275 Guided Reading and Study Workbook and Lesson Plans: Section 10-1, 10-3, 11-4,
	TECH: i Text and Transparencies Plus: Section 10-1, 11-4, Animated Bio Concepts Video: # 17, 18, 22; Lab Simulation CD/ROM: Mitosis; Meiosis
• tell how DNA determines protein formation;	SE/TE: 302-306
	TR: 300 Guided Reading and Study Workbook and Lesson Plans: Section 12-3
	TECH: i Text and Transparencies Plus: Section 12-3 Animated Bio Concepts Video: # 25, 26 Lab Simulation CD/ROM: DNA Structure and Replication
• explain how homeostasis is maintained within living systems;	SE/TE: 19, 501, 597, 600, 658-659, 822, 854-856, 895-896, 935, 985, 988-999, 1000-1002, 1007

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	TR: 16, 497, 589, 599, 657, 821, 854, 891, 933, 985, 997 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 20-1, 23-3, 23-5, 26-1, 32-1, 33-2, 35-1, 36-3, 38-3, 39-1
	TECH: i Text and Transparencies Plus: Section 10-3, 20-1, 23-3, 23-5, 26-1, 32-1, 33-2, 35-1, 36-3, 38-3, 39-1 Animated Bio Concepts Video: # 32, 33; 41 Lab Simulation CD/ROM: Roots, Stems, Leaves
• explain how traits are transmitted from parents to offspring;	SE/TE: 263-269, 306, 331-333, 341-343, 346-348, 349-353
	TR: 262, 300, 331, 341, 349 Guided Reading and Study Workbook and Lesson Plans: Section 11-1, 12-3, 13-3, 14-1, 14-2
	TECH: i Text and Transparencies Plus: Section 11-1, 12-3, 13-3, 14-1, 14-2 Animated Bio Concepts Video: # 19; 25, 26; 23; 24 Biodetectives Video: Coming Home: A Nation's Pledge Lab Simulation CD/ROM: Mendelian Inheritance, DNA Structure and Replication
• predict the impact of genetic changes in populations (mutation, natural selection and artificial selection, adaptation/extinction);	SE/TE: 718, 787
	TR: 715, 782 Guided Reading and Study Workbook and Lesson Plans: Section 28-1, 30-3 Lab Manual A: Chapter 28 Lab Manual B: Chapter 28
	TECH: i Text and Transparencies Plus: Section 28-1, 30-3 Animated Bio Concepts Video: # 37
• predict how life systems respond to changes in the environment;	SE/TE: 208, 209, 212-213, 222, 226-227
	TR: 204, 208, 221, 226 Guided Reading and Study Workbook and Lesson Plans: Section 8-2, 8-3, 9-1, 9-2 Lab Manual A: Chapter 3; 8; 9 Lab Manual B: Chapter 3; 8; 9

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	TECH: i Text and Transparencies Plus: Section 8-2, 8-3, 9-1, 9-2 Animated Bio Concepts Video: #9; 10, 11; 13; 12, 14, 15 Lab Simulation CD/ROM: Photosynthesis, Cell Respiration
• classify organisms using a dichotomous key.	SE/TE: 462-463, 1081-1083
	TR: 457 Guided Reading and Study Workbook and Lesson Plans: Section 18-3 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 18-3
High school students performing at the basic level:	
• name chemical reactions required to sustain life (hydrolysis, dehydration synthesis, photosynthesis, cellular respiration, ADP/ATP, role of enzymes);	SE/TE: 18, 68, 77, 51-52, 221, 201-203, 300
	TR: 16, 49, 67, 201, 300 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 8-1, 12-3
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 8-1, 12-3 Animated Bio Concepts Video: # 4; 8; 25, 26; Lab Simulation CD/ROM: Photosynthesis; Cell Respiration
• recognize that different structures perform different functions;	SE/TE: 174-181, 664-667, 670-672, 684-686, 690, 695-696, 702-704, 716-719, 735-736, 774-778, 784-787, 800-802, 808-812, 822-827, 857-864

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	TECH: i Text and Transparencies Plus: Section 7-2, 26-2, 27-1, 27-3, 27-4, 28-1, 29-2, 30-1, 30-3, 31-1, 31-2, 32-1, 33-3 Animated Bio Concepts Video: # 35; 38; 37;
• describe the life cycle of somatic cells;	SE/TE: 245, 250-252
	TR: 241 Guided Reading and Study Workbook and Lesson Plans: Section 10-1
	TECH: i Text and Transparencies Plus: Section 10-1
• identify DNA as the structure that carries the genetic code;	SE/TE: 289, 302, 306
	TR: 287, 300 Guided Reading and Study Workbook and Lesson Plans: Section 12-1, 12-3 Lab Manual A: Chapter 12 Lab Manual B: Chapter 12
	TECH: i Text and Transparencies Plus: Section 12-1, Animated Bio Concepts Video: # 25, 26 Lab Simulation CD-ROM: DNA Structure and Replication
• define homeostasis;	SE/TE: 19, 25, 895, 1095
	TR: 16, 24, 891 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 1-4, 35-1
	TECH: i Text and Transparencies Plus: Section 1-3, 1-4, 35-1
• identify that genetic traits can be transmitted from parents to offspring;	SE/TE: 273, 342-343, 376, 395-396, 397-399

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	TR: 263, 341, 373, 383, 397 Guided Reading and Study Workbook and Lesson Plans: Section 11-1, 14-1, 15-2, 16-1, 16-2 Lab Manual A: Chapter 14 Lab Manual B: Chapter 14
	TECH: i Text and Transparencies Plus: Section 11-1, 14-1, 15-2, 16-1, 16-2 Lab Simulation CD-ROM: Mendelian Inheritance
• know the purpose of a dichotomous key.	SE/TE: 462-463, 1081-1083
	TR: 457 Guided Reading and Study Workbook and Lesson Plans: Section 18-3 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 18-3
Core High School Life Science ELL Performance Descriptors	
High school ELL students performing at the proficient level:	
• name chemical reactions involved in photosynthesis and cellular respiration;	SE/TE: 18, 68, 77, 51-52, 221, 201-203, 300
	TR: 16, 49, 67, 201 Support For English Language Learners: 202 Customized Instruction: 17 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 8-1, 12-3
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 8-1 Animated Bio Concepts Video: # 4; 8; 25, 26; Lab Simulation CD-ROM: Photosynthesis; Cell Respiration
• recognize the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts;	SE/TE: 174-176, 182, 189
	TR: 174, 182 Guided Reading and Study Workbook and Lesson Plans: Section 7-2, 7-3

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	TECH: i Text and Transparencies Plus: Section 7-2, 7-3 Customized Instruction: 175 Animated Bio Concepts Video: # 5, 6, 7 Biodetectives Video: Lab Simulation CD/ROM: Biomembranes: Membrane Structure and Support
• describe the phases of mitosis and meiosis;	SE/TE: 246-248, 254-255, 276, 277
	TR: 241, 250, 275 Guided Reading and Study Workbook and Lesson Plans: Section 10-1, 10-3, 11-4
	TECH: i Text and Transparencies Plus: Section 10-1, 10-3, 11-4 Animated Bio Concepts Video: # 17, 18, 22 Lab Simulation CD/ROM: Mitosis; Meiosis
• identify DNA as the structure that carries the genetic code;	SE/TE: 289, 302, 306
	TR: 287, 300 Support For English Language Learners: 301 Customized Instruction 288 Guided Reading and Study Workbook and Lesson Plans: Section 12-1, 12-3 Lab Manual A: Chapter 12 Lab Manual B: Chapter 12
	TECH: i Text and Transparencies Plus: Section 12-1, Animated Bio Concepts Video: # 25, 26 Lab Simulation CD/ROM: DNA Structure and Replication
• recognize that homeostasis occurs in cells;	SE/TE: 19, 20
	TR: 16 Customized Instruction: 17 Guided Reading and Study Workbook and Lesson Plans: Section 1-3
	TECH: i Text and Transparencies Plus: Section 1-3
• identify that genetic traits can be transmitted from parents to offspring;	SE/TE: 273, 342-343, 376, 395-396, 397-399

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 263, 341, 373, 383, 397 Support For English Language Learners: 264, 398 Guided Reading and Study Workbook and Lesson Plans: Section 11-1, 14-1, 15-2, 16-1, 16-2 Lab Manual A: Chapter 14 Lab Manual B: Chapter 14
	TECH: i Text and Transparencies Plus: Section 11-1, 14-1, 15-2, 16-1, 16-2 Lab Simulation CD/ROM: Mendelian Inheritance
• know the purpose of a dichotomous key.	SE/TE: 462-463, 1081-1083
	TR: 457 Guided Reading and Study Workbook and Lesson Plans: Section 18-3 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 18-3
High school ELL students performing at the intermediate level:	
• label chemical reactions involved in photosynthesis and cellular respiration;	SE/TE: 18, 68, 77, 51-52, 221, 201-203, 300
	TR: 16, 49, 67, 201 Support For English Language Learners: 202 Customized Instruction: 17 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 8-1, 12-3
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 8-1 Animated Bio Concepts Video: # 4; 8; 25, 26; Lab Simulation CD/ROM: Photosynthesis; Cell Respiration
• label the cell membrane, nucleus, mitochondria, and chloroplasts in a cell diagram;	SE/TE: 174-176, 182, 189
	TR: 174, 182 Guided Reading and Study Workbook and Lesson Plans: Section 7-2, 7-3

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 7-2, 7-3 Animated Bio Concepts Video: # 5, 6, 7 Biodetectives Video: Lab Simulation CD/ROM: Biomembranes: Membrane Structure and Support
• label the phases of mitosis and meiosis in a diagram;	SE/TE: 246-248, 254-255, 276, 277
	TR: 241, 250, 275 Guided Reading and Study Workbook and Lesson Plans: Section 10-1, 10-3, 11-4
	TECH: i Text and Transparencies Plus: Section 10-1, 10-3, 11-4 Animated Bio Concepts Video: # 17, 18, 22 Lab Simulation CD/ROM: Mitosis; Meiosis
• recognize that materials are transported across the cell membrane;	SE/TE: 182-187
	TR: 182 Guided Reading and Study Workbook and Lesson Plans: Section 7-3
	TECH: i Text and Transparencies Plus: Section 7-3 Animated Bio Concepts Video: # 5
• recognize that genetic traits can be transmitted from parents to offspring;	SE/TE: 273, 342-343, 376, 395-396, 397-399
	TR: 263, 341, 373, 383, 397 Guided Reading and Study Workbook and Lesson Plans: Section 11-1, 14-1, 15-2, 16-1, 16-2 Lab Manual A: Chapter 14 Lab Manual B: Chapter 14
	TECH: i Text and Transparencies Plus: Section 11-1, 14-1, 15-2, 16-1, 16-2 Lab Simulation CD/ROM: Mendelian Inheritance
• sort collections of animal/plant photos into appropriate groups.	N / A
High school ELL students performing at the basic level:	
• recognize chemical reactions involved in photosynthesis and cellular respiration;	SE/TE: 18, 68, 77, 51-52, 221, 201-203, 300

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(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 16, 49, 67, 201 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 2-4, 3-2, 8-1, 12-3 Support For English Language Learners: 202 Customized Instruction: 17
	TECH: i Text and Transparencies Plus: Section 1-3, 2-4, 3-2, 8-1 Animated Bio Concepts Video: # 4; 8; 25, 26; Lab Simulation CD-ROM: Photosynthesis; Cell Respiration
• identify the cell membrane, nucleus, mitochondria, and chloroplasts in a cell diagram;	SE/TE: 174-176, 182, 189
	TR: 174, 182 Guided Reading and Study Workbook and Lesson Plans: Section 7-2, 7-3
	TECH: i Text and Transparencies Plus: Section 7-2, 7-3 Animated Bio Concepts Video: # 5, 6, 7 Lab Simulation CD-ROM: Biomembranes: Membrane Structure and Support
• identify the phases of mitosis and meiosis in a diagram;	SE/TE: 246-248, 254-255, 276, 277
	TR: 241, 250, 275 Guided Reading and Study Workbook and Lesson Plans: Section 10-1, 10-3, 11-4
	TECH: i Text and Transparencies Plus: Section 10-1, 10-3, 11-4 Animated Bio Concepts Video: # 17, 18, 22 Lab Simulation CD-ROM: Mitosis; Meiosis
• know the function of a cell membrane;	SE/TE: 182-187
	TR: 182 Guided Reading and Study Workbook and Lesson Plans: Section 7-3
	TECH: i Text and Transparencies Plus: Section 7-3 Animated Bio Concepts Video: # 5
• identify genetic traits (eye color, hair color);	SE/TE: 342-343

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 34-1 Guided Reading and Study Workbook and Lesson Plans: Section 14-1 Lab Manual A: Chapter 14 Lab Manual B: Chapter 14
	TECH: i Text and Transparencies Plus: Section 14-1 Animated Bio Concepts Video: # 23
• recognize that animal/plants are sorted into groups.	SE/TE: 456-463
	TR: 457 Guided Reading and Study Workbook and Lesson Plans: Section 18-3 Lab Manual A: Chapter 18 Lab Manual B: Chapter 18
	TECH: i Text and Transparencies Plus: Section 18-3
High school ELL students performing at the emergent level:	
• use correct pronunciation of science words;	SE/TE: 1105-1123 (Spanish)
• use non-verbal communication to express scientific ideas.	N / A
High school ELL students performing at the pre-emergent level:	
• observe and model appropriate cultural and learning behaviors from peers and adults;	N / A
• listen to and observe comprehensible instruction and communicate understanding non-verbally.	N / A
Core High School Earth/Space Science	
Standards, Supporting Skills, and Examples	
Indicator 1: Analyze the various structures and processes of the Earth system.	
Standard, Supporting Skills, and Examples	
9-12.E.1.1. Students are able to explain how elements and compounds cycle between living and non-living systems.	
• Diagram and describe the N, C, O and H ₂ O cycles.	SE/TE: 75, 76, 78
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3 Lab Manual A: Chapter 3 Lab Manual B: Chapter 3

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	TECH: i Text and Transparencies Plus: Section 3-3
• Describe the importance of the N, C, O and H ₂ O cycles to life on this planet. Examples: water cycle including evaporation, cloud formation, condensation.	SE/TE: 75, 76, 78
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3 Lab Manual A: Chapter 3 Lab Manual B: Chapter 3
	TECH: i Text and Transparencies Plus: Section 3-3 Animated Bio Concepts Video: #
9-12.E.1.2. Students are able to describe how atmospheric chemistry may affect global climate. Examples: Greenhouse Effect, ozone depletion, ocean's effects on weather	SE/TE: 87, 127, 157 –158, 426
	TR: 87, 124, 157, 423 Guided Reading and Study Workbook and Lesson Plans: Section 4-1, 5-2, 6-4, 17-2 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 4-1, 5-2, 6-4, 17-2
9-12.E.1.3. Students are able to assess how human activity has changed the land, ocean, and atmosphere of Earth. Examples: forest cover, chemical usage, farming, urban sprawl, grazing	SE/TE: 138, 143, 144-149, 151-155, 157-161, 327, 330
	TR: 124, 139, 144, 150 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7: Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3; Biodetectives Video: Pfisteria: A Killer in the Water

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Indicator 2: Analyze essential principles and ideas about the composition and structure of the universe.	
Standard, Supporting Skills, and Examples	
9-12.E.2.1. Students are able to recognize how Newtonian mechanics can be applied to the study of the motions of the solar system.	
• Given a set of possible explanations of orbital motion (revolution), identify those that make use of gravitational forces and inertia.	N / A
Core High School Earth/Space Science Performance Descriptors	
High school students performing at the advanced level:	
• predict the effect of an interruption in a given cycles;	SE/TE: 80-81
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3
	TECH: i Text and Transparencies Plus: Section 3-3
• predict how human activity may change the land, ocean, and atmosphere of Earth.	SE/TE: 138, 143, 144, 153, 156, 161
	TR: 139, 144, 150, 157 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7: Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3
High school students performing at the proficient level:	
• explain how H ₂ O, N, C, and O cycle between living and non-living systems;	SE/TE: 75, 76, 78
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3 Lab Manual A: Chapter 3 Lab Manual B: Chapter 3
	TECH: i Text and Transparencies Plus: Section 3 - 3

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• recognize how Newtonian mechanics can be applied to the study of the motions of the solar system;	N / A
• describe how various factors may affect global climate;	SE/TE: 87, 127, 157 –158, 426
	TR: 87, 124, 157, 423 Guided Reading and Study Workbook and Lesson Plans: Section 4-1, 5-2, 6-4, 17-2 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 4-1, 5-2, 6-4, 17-2
• explain how human activity changes the land, ocean, and atmosphere of Earth.	SE/TE: 138-143, 144-149, 151-155, 157-161, 327, 330
	TR: 124, 139, 144, 150 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7: Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3; Biodetectives Video: Pfisteria: A Killer in the Water
High school students performing at the basic level:	
• given pictorial representations of the H ₂ O and C cycles, explain how elements and compounds move between living and nonliving systems;	SE/TE: 75, 76, 78
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3 Lab Manual A: Chapter 3 Lab Manual B: Chapter 3
	TECH: i Text and Transparencies Plus: Section 3-3
• identify the forces that cause motion in the solar system;	N / A
• describe one factor that may affect global climate;	SE/TE: 87, 127, 157 –158, 426

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 87, 124, 157, 423 Guided Reading and Study Workbook and Lesson Plans: Section 4-1, 5-2, 6-4, 17-2 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 4-1, 5-2, 6-4, 17-2
• give an example of human activity that changes the land, ocean, or atmosphere of Earth.	SE/TE: 138-143, 144-149, 151-155, 157-161, 327, 330
	TR: 124, 139, 144, 150 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7; Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3; Biodetectives Video: Pfisteria: A Killer in the Water
Core High School Earth/Space Science ELL Performance Descriptors	
High school ELL students performing at the proficient level:	
• given a pictorial representation of the H ₂ O and C cycle, explain how elements and compounds move between living and nonliving systems;	SE/TE: 75, 76, 78
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3 Lab Manual A: Chapter 3 Lab Manual B: Chapter 3
	TECH: i Text and Transparencies Plus: Section 3-3
• describe why the Earth rotates around the sun, the Moon rotates around the Earth, and why the Earth has tides;	N / A
• describe one factor that may affect global climate;	SE/TE: 87, 127, 157 –158, 426

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 87, 124, 157, 423 Guided Reading and Study Workbook and Lesson Plans: Section 4-1, 5-2, 6-4, 17-2 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 4-1, 5-2, 6-4, 17-2
• give an example of human activity that changes the land, ocean, or atmosphere of Earth.	SE/TE: 138-143, 144-149, 151-155, 157-161, 327, 330
	TR: 124, 139, 144, 150 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7: Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3; Biodetectives Video: Pfisteria: A Killer in the Water
High school ELL students performing at the intermediate level:	
• given a pictorial representation of the H ₂ O cycle, label transpiration, condensation, evaporation, runoff, and ground water;	SE/TE: 75
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3
	TECH: i Text and Transparencies Plus: Section 3-3
• identify the force of gravity;	N / A
• identify factors that may affect global climate;	SE/TE: 87, 127, 157 –158, 426
	TR: 87, 124, 157, 423 Guided Reading and Study Workbook and Lesson Plans: Section 4-1, 5-2, 6-4, 17-2 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 4-1, 5-2, 6-4, 17-2

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• give an example of human activity that changes the land and ocean.	SE/TE: 138-143, 144-149, 151-155
	TR: 139, 144, 150 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7: Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3; Biodetectives Video: Pfisteria: A Killer in the Water
High school ELL students performing at the basic level:	
• recognize a pictorial representation of the H ₂ O cycle;	SE/TE: 75
	TR: 74 Guided Reading and Study Workbook and Lesson Plans: Section 3-3 Lab Manual A: Chapter 3 Lab Manual B: Chapter 3
	TECH: i Text and Transparencies Plus: Section 3-3 Animated Bio Concepts Video: #
• demonstrate how objects fall to the ground (ball, feather);	N / A
• recognize factors that may affect global climate;	SE/TE: 87, 127, 157 –158, 426
	TR: 87, 124, 157, 423 Guided Reading and Study Workbook and Lesson Plans: Section 4-1, 5-2, 6-4, 17-2 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 4-1, 5-2, 6-4, 17-2
• give an example of human activity that changes the land.	SE/TE: 138-143, 144-149, 151-155

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 139, 144, 150 Guided Reading and Study Workbook and Lesson Plans: Section 5-2, 6-1, 6-2, 6-3, 13-3 Biotechnology Manual: Concepts 5, 7; Labs 14, 15 Issues and Decision Making: Issue 48; 29; 21, 23, 27, 31; 22, 25, 26, 30, 32, 34, 36 Lab Manual A: Chapter 6 Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 5-2, 6-1, 6-2; 6-3, 13-3; Biodetectives Video: Pfisteria: A Killer in the Water
High school ELL students performing at the emergent level:	
• use correct pronunciation of science words;	SE/TE: 1105- 1123 (Spanish)
• use non-verbal communication to express scientific ideas.	N / A
High school ELL students performing at the pre-emergent level:	
• observe and model appropriate cultural and learning behaviors from peers and adults;	N / A
• listen to and observe comprehensible instruction and communicate understanding non-verbally.	N / A
Core High School Science, Technology, Environment, and Society	
Standards, Supporting Skills, and Examples	
Indicator 1: Analyze various implications/effects of scientific advancement within the environment and society.	
Standard, Supporting Skills, and Examples	
9-12.S.1.1. Students are able to explain ethical roles and responsibilities of scientists and scientific research.	SE/TE: 5, 7, 14, 28, 215, 224, 271, 335, 368, 553, 677, 709, 750, 799, 1032
Examples: Sharing of data; Accuracy of data; Acknowledgement of sources; Following laws; Animal research; Human research; Managing hazardous materials and wastes	All Labs

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	TR: 3, 8, 24, 208, 221, 270, 331, 368, 551, 669, 701, 751, 797, 1031 Guided Reading and Study Workbook and Lesson Plans: 1-1, 1-2, 1-4, 9-1, 11-1, 13-4, 22-1, 27-4, 29-2, 31-1, 40-1 Biotechnology Manual: Lab 1; Lab 17, Issue 4; Issues and Decision Making: Issue 18; 34; Lab 16 Lab Manual A: All Chapter Labs Lab Manual B: All Chapter Labs
	TECH: i Text and Transparencies Plus: 1-1, 1-2, 1-4, 9-1, 11-1, 13-4; 22-1, 27-4, 29-2, 31-1, 40-1 Animated Bio Concepts Video: # 13
9-12.S.1.2. Students are able to evaluate and describe the impact of scientific discoveries on historical events and social, economic, and ethical issues. Examples: cloning, stem cells, gene splicing, nuclear power, patenting new life forms, emerging diseases, AIDS, resistant forms of bacteria, biological and chemical weapons, global warming, and alternative fuels	SE/TE: 23, 66, 128, 233, 253, 330, 354, 403, 456, 484, 647, 700, 853, 877, 932, 1048
	TR: 16, 63, 124, 226, 250, 327, 349, 397, 451, 478, 643, 694, 849, 871, 926, 1043 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 3-1, 5-2, 13-3, 14-2; 16-2, 18-2, 24-3, 27-3, 33-1, 34-1, 36-2, 40-4 Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Lab 13 Issues and Decision Making: Issue 48; 7; 28
	TECH: i Text and Transparencies Plus: Section 1-3, 3-1, 5-2, 14-2, 16-2, 18-2, 24-3, 27-3, 33-1, 34-1, 36-2, 40-4 Animated Bio Concepts Video: # 24 Biodetectives Video: Coming Home: A Nation's Pledge

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SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Indicator 2: Analyze the relationships/interactions among science, technology, environment, and society.	
Standard, Supporting Skills, and Examples	
<p>9-12.S.2.1. Students are able to describe immediate and long-term consequences of potential solutions for technological issues.</p> <p>Examples: environmental, communication, internet, entertainment, construction, manufacturing, power and transportation, energy sources, health technology, and biotechnology issues</p>	<p>SE/TE: 23, 66, 128, 139-143, 233, 253, 330, 354, 403, 456, 484, 617, 647, 668, 700, 853, 877, 1048</p>
	<p>TR: 16, 63, 124, 139, 226, 250, 327, 349, 397, 456, 478, 485, 643, 664, 694, 849, 871, 1043</p> <p>Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3</p> <p>Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Lab 16;</p> <p>Issues and Decision Making: Issue 48; 29; 28;</p> <p>Biodetectives: Investigations in Forensics: Investigation 1; 3; 4; 10</p>
	<p>TECH: i Text and Transparencies Plus: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3</p> <p>Biodetectives Video: 1; 2; 3; 4; 6; 9; 10</p> <p>Presentation Assistant Plus: Section 16-2</p>
<p>• Describe how the pertinent technological system operates.</p> <p>Example: waste management facility</p>	<p>SE/TE: 23, 66, 128, 139-143, 233, 253, 330, 354, 403, 456, 484, 617, 647, 668, 700, 853, 877, 1048</p>
	<p>TR: 16, 63, 124, 139, 226, 250, 327, 349, 397, 456, 478, 485, 643, 664, 694, 849, 871, 1043</p> <p>Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3</p> <p>Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Lab 16;</p> <p>Issues and Decision Making: Issue 48; 29; 28;</p> <p>Biodetectives: Investigations in Forensics: Investigation 1, 3, 4, 10</p>

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	TECH: i Text and Transparencies Plus: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biodetectives Video: 1; 2; 3; 4; 6; 9; 10 Presentation Assistant Plus: Section 16-2
9-12.S.2.2. Students are able to analyze factors that could limit technological design. Examples: ethics, environmental impact, manufacturing processes, operation, maintenance, replacement, disposal, and liability	SE/TE: 23, 128, 233, 253, 330, 354, 403, 484, 668, 700, 853, 877, 932, 1048
	TR: 16, 119, 226, 250, 327, 349, 397, 478, 643, 664, 694, 849, 871, 926, 1038 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 5-1, 9-2, 10-3, 13-3, 14-2, 16-2, 19-2, 25-3, 26-2, 27-3, 33-1, 34-1, 36-2, 40-2 Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Issues and Decision Making: Issue 7; 28; Biodetectives: Investigations in Forensics: Investigation 1; 4; 10
	TECH: i Text and Transparencies Plus: Section 1-3, 5-1, 9-2, 10-3, 13-3, 14-2, 16-2, 19-2, 25-3, 26-2, 27-3, 33-1, 34-1, 36-2, 40-2 Biodetectives Video: 1; 3; 4; 6; 9; 10
9-12.S.2.3. Students are able to analyze and describe the benefits, limitations, cost, and consequences involved in using, conserving, or recycling resources. Examples: mining, agriculture, medicine, school science labs, forestry, energy, disposable diapers, computers, tires	SE/TE: 141-145, 154-156, 253, 668, 877, 932
	TR: 139, 150, 157, 250, 664, 871, 926, Guided Reading and Study Workbook and Lesson Plans: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2 Biotechnology Manual: Issues and Decision Making: Issue 29; 22, 25, 26, 30, 32, 34, 36; 1, 3, 50; Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2

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Core High School Science Technology, Environment, and Society Performance Descriptors	
High school students performing at the advanced level:	
• modify a technology taking into consideration limiting factors of design;	N / A
• given a narrative of a scientific discovery, defend a position on the impact of the ethical issues.	SE/TE: 12, 14, 23, 128, 154, 170-171, 204-205, 233, 292-293, 330, 354,-355, 403, 484, 624-625, 647, 700, 730-731, 836-837, 853, 948-949, 1031, 1048
	TR: 6, 8, 18, 119, 150, 169, 201, 226, 287, 327, 349, 355, 373, 397, 478, 622, 643, 694, 720, 833, 943, 1031, 1043 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, 1-2, 1-3, 5-1, 6-3, 7-1, 8-1,9-2, 12-1, 13-3, 14-2, 14-3, 15-2, 16-2, 19-2, 24-3, 25-3, 27-3, 28-3, 32-3, 37-1, 40-1, 40-3 Issues and Decision Making: Issue 22, 25, 26, 30, 32, 36; 7; Biodetectives: Investigations in Forensics: 6
	TECH: i Text and Transparencies Plus: Section 1-1, 1-2, 1-3, 5-1, 6-3, 7-1, 8-1,9-2, 12-1, 13-3, 14-2, 14-3, 15-2, 16-2, 19-2, 24-3, 25-3, 27-3, 28-3, 32-3, 37-1, 40-1, 40-3 Animated Concepts Video: # 8; 30; Biodetectives Video: Wrongly Accused: Science and Justice Presentation Assistant Plus: Section 1-2;
High school students performing at the proficient level:	
• given a narrative of a scientific discovery, identify and evaluate the immediate and long-term consequences of scientific issues;	SE/TE: 23, 66, 128, 139-143, 233, 253, 330, 354, 403, 456, 484, 617, 647, 668, 700, 853, 877, 1048 TR: 16, 63, 124, 139, 226, 250, 327, 349, 397, 456, 478, 485, 643, 664, 694, 849, 871, 1043 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Lab 16; Issues and Decision Making: Issue 48; 29; 28; Biodetectives: Investigations in Forensics: Investigation 1; 3; 4; 10

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(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TECH: i Text and Transparencies Plus: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biodetectives Video: 1; 2; 3; 4; 6; 9; 10 Presentation Assistant Plus: Section 16-2
• identify and explain ethical roles and responsibilities of scientists conducting a given research project.;	SE/TE: 14, 360, 1042
	TR: 8, 355, 1036 Guided Reading and Study Workbook and Lesson Plans: Section 1-2, 14-3, 40-2 Issues and Decision Making: Issue 2; 9, 10, 11, 12
	TECH: i Text and Transparencies Plus: Section 1-2, 14-3, 40-2
• evaluate factors that could limit technological design;	SE/TE: 253, 668, 932
	TR: 250, 664, 926 Guided Reading and Study Workbook and Lesson Plans: Section 10-3, 26-2, 36-2
	TECH: i Text and Transparencies Plus: Section 10-3, 26-2, 36-2
• given a narrative description of a resource, analyze and describe the benefits, limitations, cost, and consequences involved in its use, conservation, or recycling.	SE/TE: 141-145, 154-156, 253, 668, 877, 932
	TR: 139, 150, 157, 250, 664, 871, 926, Guided Reading and Study Workbook and Lesson Plans: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2 Biotechnology Manual: Issues and Decision Making: Issue 29; 22, 25, 26, 30, 32, 34, 36; 1, 3, 50; Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2
High school students performing at the basic level:	
• given a narrative of a scientific discovery, identify the immediate consequences of scientific issues;	SE/TE: 12-13, 154-155, 170-171, 204-205, 292-293, 374-375, 624-625, 730-731, 836-837, 948-949

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 8, 150, 169, 204, 287, 373, 622, 726, 833, 943 Guided Reading and Study Workbook and Lesson Plans: Section 1-2, 6-3, 7-1, 8-2, 12-1, 15-2, 24-3, 28-3, 32-3, 37-1
	TECH: i Text and Transparencies Plus: Section 1-2, 6-3, 7-1, 8-2, 12-1, 15-2, 24-3, 28-3, 32-3, 37-1
• identify ethical roles and responsibilities concerning a given research project;	SE/TE: 14, 360, 1042
	TR: 8, 355, 1036 Guided Reading and Study Workbook and Lesson Plans: Section 1-2, 14-3, 40-2 Issues and Decision Making: Issue 2; 9, 10, 11, 12
	TECH: i Text and Transparencies Plus: Section 1-2, 14-3, 40-2
• identify factors that could limit technological design;	SE/TE: 253, 668, 932
	TR: 250, 664, 926 Guided Reading and Study Workbook and Lesson Plans: Section 10-3, 26-2, 36-2
	TECH: i Text and Transparencies Plus: Section 10-3, 26-2, 36-2
• given a narrative description of a resource, describe a benefit and limitation involved in its use, conservation, or recycling.	SE/TE: 141-145, 154-156, 253, 668, 877, 932
	TR: 139, 150, 157, 250, 664, 871, 926, Guided Reading and Study Workbook and Lesson Plans: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2 Biotechnology Manual: Issues and Decision Making: Issue 29; 22, 25, 26, 30, 32, 34, 36; 1, 3, 50; Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2

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Correlated to:

South Dakota Science Standards

(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
Core High School Science Technology, Environment, and Society ELL Performance Descriptors	
High school ELL students performing at the proficient level:	
• identify the immediate consequences of scientific issues;	SE/TE: 23, 66, 128, 139-143, 233, 253, 330, 354, 403, 456, 484, 617, 647, 668, 700, 853, 877, 1048
	TR: 16, 63, 124, 139, 226, 250, 327, 349, 397, 456, 478, 485, 643, 664, 694, 849, 871, 1043 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Lab 16; Issues and Decision Making: Issue 48; 29; 28; Biodetectives: Investigations in Forensics: Investigation 1; 3; 4; 10
	TECH: i Text and Transparencies Plus: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biodetectives Video: 1; 2; 3; 4; 6; 9; 10 Presentation Assistant Plus: Section 16-2
• identify ethical roles and responsibilities concerning a given research project;	SE/TE: 14, 360, 1042
	TR: 8, 355, 1036 Guided Reading and Study Workbook and Lesson Plans: Section 1-2, 14-3, 40-2 Issues and Decision Making: Issue 2; 9, 10, 11, 12
	TECH: i Text and Transparencies Plus: Section 1-2, 14-3, 40-2
• identify factors that could limit technological design;	SE/TE: 253, 668, 932
	TR: 250, 664, 926 Guided Reading and Study Workbook and Lesson Plans: Section 10-3, 26-2, 36-2
	TECH: i Text and Transparencies Plus: Section 10-3, 26-2, 36-2
• given a narrative description of a resource, describe a benefit and limitation involved in its use, conservation, or recycling.	SE/TE: 141-145, 154-156, 253, 668, 877, 932

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South Dakota Science Standards

(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 139, 150, 157, 250, 664, 871, 926, Guided Reading and Study Workbook and Lesson Plans: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2 Biotechnology Manual: Issues and Decision Making: Issue 29; 22, 25, 26, 30, 32, 34, 36; 1, 3, 50; Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2
High school ELL students performing at the intermediate level:	
• identify the consequences of scientific issues;	SE/TE: 23, 66, 128, 139-143, 233, 253, 330, 354, 403, 456, 484, 617, 647, 668, 700, 853, 877, 1048
	TR: 16, 63, 124, 139, 226, 250, 327, 349, 397, 456, 478, 485, 643, 664, 694, 849, 871, 1043 Guided Reading and Study Workbook and Lesson Plans: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biotechnology Manual: Concepts 5, 7; Labs 14, 15; Lab 16; Issues and Decision Making: Issue 48; 29; 28; Biodetectives: Investigations in Forensics: Investigation 1; 3; 4; 10
	TECH: i Text and Transparencies Plus: Section 1-3, 3-1, 5-2, 6-1, 9-2, 10-3, 13-3, 14-2, 16-2, 18-2, 19-3, 25-3, 26-2, 27-3, 33-1, 34-1, 40-3 Biodetectives Video: 1; 2; 3; 4; 6; 9; 10 Presentation Assistant Plus: Section 16-2
• identify ethical roles and responsibilities in scientific investigations;	SE/TE: 14, 360, 1042
	TR: 8, 355, 1036 Guided Reading and Study Workbook and Lesson Plans: Section 1-2, 14-3, 40-2 Issues and Decision Making: Issue 2; 9, 10, 11, 12
	TECH: i Text and Transparencies Plus: Section 1-2, 14-3, 40-2
• identify a factor that could limit technological design;	SE/TE: 253, 668, 932

Correlated to:
South Dakota Science Standards
(Grades 9-12)

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
	TR: 250, 664, 926 Guided Reading and Study Workbook and Lesson Plans: Section 10-3, 26-2, 36-2
	TECH: i Text and Transparencies Plus: Section 10-3, 26-2, 36-2
• given a narrative description of a resource, describe a benefit and limitation involved in its use.	SE/TE: 141-145, 154-156, 253, 668, 877, 932
	TR: 139, 150, 157, 250, 664, 871, 926, Guided Reading and Study Workbook and Lesson Plans: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2 ESL Support: 145 Issues and Decision Making: Issue 29; 22, 25, 26, 30, 32, 34, 36; 1, 3, 50; Lab Manual B: Chapter 6
	TECH: i Text and Transparencies Plus: Section 6-1, 6-3, 6-4, 10-3, 26-2, 34-1, 36-2
High school ELL students performing at the basic level:	
• identify scientific issues;	SE/TE: 2-7, 8-15, 22
	TR: 3, 8, 16 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, 1-2, 1-3 Issues and Decision Making: Issue 1; 2
	TECH: i Text and Transparencies Plus: Section 1-1, 1-2,
• identify that ethical issues exist in scientific research;	SE/TE: 2, 22, 23
	TR: 3, 16, 24 Guided Reading and Study Workbook and Lesson Plans: Section 1-1, 1- 3, 1-4 Issues and Decision Making: Issue
	TECH: i Text and Transparencies Plus: Section 1-1, 1- 3, 1-4
• identify technological design;	SE/TE: 24-27
	TR: 24 Guided Reading and Study Workbook and Lesson Plans: Section 1-4
	TECH: i Text and Transparencies Plus: Section 1-4

SOUTH DAKOTA SCIENCE STANDARDS	PAGE(S) WHERE TAUGHT (If submission is not a book, cite appropriate resource(s))
• define conservation and recycling.	SE/TE: 1091
High school ELL students performing at the emergent level:	
• use correct pronunciation of science words;	SE/TE: 1105-1123 (Spanish)
• use non-verbal communication to express scientific ideas.	N / A
High school ELL students performing at the pre-emergent level:	
• observe and model appropriate cultural and learning behaviors from peers and adults;	N / A
• listen to and observe comprehensible instruction and communicate understanding non-verbally.	N / A