

Globe Fearon CORD Biology: Science in Context ©2000
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Tennessee Science Curriculum Standards

Biology I: 3210

II. Correlation Table

Tennessee Science Curriculum Standards Biology I: 3210	Globe Fearon CORD Biology: Science in Context ©2000
Standard Number: 1.0 Cells	
Standard: The student will investigate the structures and functions of cell membranes, organelles, and component biomolecules as related to cell processes.	
Learning Expectations: The student will	
1.1 compare and contrast the chemistry of biomolecules and investigate their roles in cell structure and metabolism.	<u>Essential</u> SE: 12–16, 47 LM: 18–22 <u>Free</u> TAE: 12–16, 47 TRB: 22–23 VT: 1 SGA: 1–3, 4–6
1.2 explore and compare the organelles of different cell types.	<u>Essential</u> SE: 53, 54–63 <u>Free</u> TAE: 53, 54–63 TRB: 38, BLM–20, BLM–22, BLM–23 SGA: 4–6
1.3 probe the composition of the cell membrane and its significance to homeostasis.	<u>Essential</u> SE: 46–47 LM: 23–28 <u>Free</u> TAE: 46–47 SGA: 4–6
1.4 analyze the various cell processes.	<u>Essential</u> SE: 48–52, 67–72, 94–97, 100–101, 105–110 LM: 42–45 <u>Free</u> TAE: 48–52, 67–72, 94–97, 100–101, 105–110 TRB: 36–37, 39, 54–55, BLM–19 SGA: 4–6, 7–9

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Performance Indicators State: As documented through state assessment, at Level 1, the student is able to	
<input type="checkbox"/> identify major cell organelles, given a diagram.	<u>Essential</u> SE: 62 <u>Free</u> TAE: 62 TRB: 38, BLM-20, BLM-22, BLM-23 SGA: 4-6
<input type="checkbox"/> distinguish between plant and animals cells, given diagrams or scenarios.	<u>Essential</u> SE: 53 <u>Free</u> TAE: 53 TRB: 37-38, BLM-22, BLM-23 SGA: 4-6
<input type="checkbox"/> predict the movement of water molecules across the cell membrane, given solutions of different concentrations.	<u>Essential</u> SE: 46-47, 48 LM: 23-28 <u>Free</u> TAE: 46-47, 48 TRB: 36-37, BLM-19 SGA: 4-6
<input type="checkbox"/> sequence a series of diagrams depicting the movement of chromosomes during mitosis.	<u>Essential</u> SE: 68-70, 71 LM: 29-32 <u>Free</u> TAE: 68-70, 71 TRB: 39, BLM-24, BLM-25 SGA: 4-6
<input type="checkbox"/> compare and contrast the cell cycle in plant and animal cells, given a diagram or description.	<u>Essential</u> SE: 68-69, 71 LM: 29-32 <u>Free</u> TAE: 68-69, 71 TRB: 39, BLM-21 SGA: 4-6

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at level 2, the student is able to	
<ul style="list-style-type: none"> distinguish among proteins, carbohydrates, lipids, and nucleic acids, given structural diagrams (formulas). 	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Essential</u> SE: 13–14 LM: 18–22</p> <p><u>Free</u> TAE: 13–14 TRB: 22–23 VT: 1 SGA: 1–3</p>
<ul style="list-style-type: none"> identify a positive test for carbohydrates and lipids when given an experimental procedure, data, and results. 	<p><u>Essential</u> SE: 16 LM: 158–161</p> <p><u>Free</u> TAE: 16 TRB: 23–24, PA–29 VT: 1 SGA: 1–3</p>
<ul style="list-style-type: none"> distinguish between active and passive transport, given examples of different molecules. 	<p><u>Essential</u> SE: 48–52 LM: 23–28</p> <p><u>Free</u> TAE: 48–52 TRB: 36–37 SGA: 4–6</p>
<ul style="list-style-type: none"> evaluate the role of meiosis in maintaining genetic variability and continuity, given a scenario. 	<p><u>Essential</u> SE: 130–133, 141–142, 191–192</p> <p><u>Free</u> TAE: 130–133, 141–142, 191–192 TRB: 69, 70, BLM–35 SGA: 10–13, 17–19</p>

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<ul style="list-style-type: none"> determine the number of chromosomes following mitosis or meiosis, given the number of chromosomes in the original cell. 	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Essential</u> SE: 68–70, 71, 130–133, 141–142 LM: 29–32</p> <p><u>Free</u> TAE: 68–70, 71, 130–133, 141–142 TRB: 39, 69, 70, BLM–24, BLM–25, BLM–35 SGA: 4–6, 10–13</p>
<ul style="list-style-type: none"> recognize the significance of homeostasis to the viability of human and other organisms, given the definition of homeostasis. 	<p><u>Essential</u> SE: 24–28</p> <p><u>Free</u> TAE: 24–28 TRB: 24–25 VT: 1 SGA: 1–3</p>
Standard Number: 2.0 Interactions	
Standard: The student will investigate the interactions of organisms with their environment through different relationships, population dynamics, and patterns of behavior.	
Learning Expectations: The student will	
2.1 compare and contrast the different types of symbiotic relationships.	<p><u>Essential</u> SE: 248, 300, 337–338, 725 LM: 224–226, 239–241</p> <p><u>Free</u> TAE: 248, 300, 337–338, 725 VT: 2 SGA: 20–23, 24–26, 27–29</p>
2.2 distinguish between abiotic and biotic factors in an environment.	<p>The opportunity to address this objective is available. See the following:</p> <p><u>Essential</u> SE: 750–756 LM: 230–234</p> <p><u>Free</u> TAE: 750–756 TRB: 331–332 VT: 5 SGA: 71–76</p>

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2.3 analyze the flow of energy in an ecosystem using energy and biomass pyramids.	<u>Essential</u> SE: 772-774 <u>Free</u> TAE: 772-774 TRB: 344, BLM-242 SGA: 77-80
2.4 analyze innate and learned behaviors and relate this to the survival of the organism.	<u>Essential</u> SE: 609-615, 616-621 LM: 187-192, 193-196 <u>Free</u> TAE: 609-615, 616-621 TRB: 268-269, PA-26 SGA: 55-58
2.5 investigate the roles of producers, consumers, and decomposers in an ecosystem.	<u>Essential</u> SE: 334-336, 774 LM: 114-118 <u>Free</u> TAE: 334-336, 774 TRB: 153 SGA: 27-29, 77-80
2.6 examine the effects of human activity on ecosystems.	<u>Essential</u> SE: 776-780 <u>Free</u> TAE: 776-780 TRB: 345 SGA: 77-80

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Performance Indicators State: As documented through state assessment, at Level 1, the student is able to	
<input type="checkbox"/> identify commensalism, parasitism, and mutualism, given a scenario with examples.	<u>Essential</u> SE: 248, 300, 337–338, 725 LM: 224–226, 239–241 <u>Free</u> TAE: 248, 300, 337–338, 725 VT: 2 SGA: 20–23, 24–26, 27–29
<input type="checkbox"/> classify organisms as producers, consumers, or decomposers, given their behavior and environment.	<u>Essential</u> SE: 334–336, 774 LM: 114–118, 124–127 <u>Free</u> TAE: 334–336, 774 TRB: 153 SGA: 27–29, 77–80
at level 2, the student is able to	
<ul style="list-style-type: none"> identify abiotic and biotic factors, given a description or an illustration of an ecosystem. 	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 750–756 LM: 230–234 <u>Free</u> TAE: 750–756 TRB: 331–332 VT: 5 SGA: 71–76
<ul style="list-style-type: none"> make inferences about how environmental factors would affect population growth, given a scenario. 	<u>Essential</u> SE: 750–756 LM: 230–234 <u>Free</u> TAE: 750–756 TRB: 331–332 VT: 5 SGA: 71–76

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<ul style="list-style-type: none"> examine the energy flow and loss through the trophic levels of an ecosystem, given an illustration of an energy pyramid. 	<p><u>Essential</u> SE: 772-774</p> <p><u>Free</u> TAE: 772-774 TRB: 344 SGA: 77-80</p>
<ul style="list-style-type: none"> determine the effects of human activities on ecosystems, given a scenario. 	<p><u>Essential</u> SE: 776-780</p> <p><u>Free</u> TAE: 776-780 TRB: 345 SGA: 77-80</p>
<ul style="list-style-type: none"> analyze and interpret population growth curves, given graphs. 	<p><u>Essential</u> SE: 741, 744, 747-749</p> <p><u>Free</u> TAE: 741, 744, 747-749 TRB: BLM-236, BLM-237 VT: 5 SGA: 71-76</p>

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Standard Number: 3.0 Photosynthesis and Respiration	
Standard: The student will compare and contrast the biochemical processes involved in the transfer of energy during photosynthesis and respiration and analyze the major chemical cycles in the biosphere.	
Learning Expectations: The student will	
3.1 compare and contrast the light dependent and light independent reactions of photosynthesis.	<u>Essential</u> SE: 92-98 LM: 38-41 <u>Free</u> TAE: 92-98 TRB: 51, BLM-29 SGA: 7-9
3.2 investigate the relationship between the processes of photosynthesis and respiration.	<u>Essential</u> SE: 92-98, 105-106 <u>Free</u> TAE: 92-98, 105-106 TRB: 51, 54-55, BLM-29, BLM-30 SGA: 7-9
3.3 analyze the carbon, oxygen, nitrogen, and water cycles in the biosphere.	<u>Essential</u> SE: 89-91, 803-804, 805-806 <u>Free</u> TAE: 89-91, 803-804, 805-806 SGA: 7-9, 81-83
3.4 distinguish between aerobic and anaerobic respiration.	<u>Essential</u> SE: 105-106, 107-110 LM: 42-45 <u>Free</u> TAE: 105-106, 107-110 TRB: 54-55, BLM-30, BLM-31 SGA: 7-9

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Performance Indicators State: As documented through state assessment, at Level 1, the student is able to	
<input type="checkbox"/> identify the reactants and products of photosynthesis and respiration, given the equations.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 92–98, 105–106 LM: 38–41, 42–45 <u>Free</u> TAE: 92–98, 105–106 TRB: 51, 54–55, BLM–29, BLM–30 SGA: 7–9
<input type="checkbox"/> identify the cell organelle in which photosynthesis occurs, given a diagram of a plant.	<u>Essential</u> SE: 95–96 <u>Free</u> TAE: 95–96 TRB: BLM–29 SGA: 7–9
<input type="checkbox"/> interpret a diagram of the oxygen–carbon dioxide cycle, given a diagram.	<u>Essential</u> SE: 90–91 LM: 145–148 <u>Free</u> TAE: 90–91 TRB: BLM–29, BLM–30 SGA: 7–9

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at level 2, the student is able to	
<input type="checkbox"/> distinguish between aerobic and anaerobic respiration in terms of the presence or absence of oxygen and ATP produced.	<u>Essential</u> SE: 106–107, 116 LM: 42–45, 145–148 <u>Free</u> TAE: 106–107, 116 TRB: 54–55, BLM–30, BLM–31 SGA: 7–9
<input type="checkbox"/> relate the interdependence of the processes of photosynthesis and respiration to living organisms, given a diagram or a description.	<u>Essential</u> SE: 89 <u>Free</u> TAE: 89 TRB: BLM–29, BLM–30, BLM–31 SGA: 7–9
Standard Number: 4.0 Genetics and Biotechnology	
Standard: The student will investigate the concepts of genetics and heredity, different methods of reproduction, patterns of inheritance, and genetic disorders; as well as, explore and evaluate DNA technologies from both a scientific and ethical perspective.	
Learning Expectations: The student will	
4.1 investigate the structure and molecular composition of DNA and RNA.	<u>Essential</u> SE: 158–161, 165 LM: 53–56 <u>Free</u> TAE: 158–161, 165 TRB: 80–81, 83, BLM–61 SGA: 14–16
4.2 relate the structure of DNA and RNA to the processes of replication and protein synthesis.	<u>Essential</u> SE: 165–171, 173–175 LM: 46–49, 53–56 <u>Free</u> TAE: 165–171, 173–175 TRB: 83, BLM–62, BLM–63 SGA: 14–16

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4.3 compare and contrast the asexual and sexual reproductive strategies used by organisms.	<u>Essential</u> SE: 575–577, 578–584, 585–597, 716–719, 721–728, 734–735 LM: 176–179, 180–183, 219–223, 224–226 <u>Free</u> TAE: 575–577, 578–584, 585–597, 716–719, 721–728, 734–735 TRB: 252–257, 317–323 SGA: 51–54, 68–70
4.4 apply the principles of Mendelian inheritance to make predictions for offspring.	<u>Essential</u> SE: 137–141, 193, 725 LM: 75–78, 224–226 <u>Free</u> TAE: 137–141, 193, 725 TRB: 69–70, 101–102, 321–323 SGA: 10–13
4.5 examine modes of inheritance involving sex–linkage, co–dominance, incomplete dominance, multiple alleles, and polygenic traits.	<u>Essential</u> SE: 139, 142–146, 147 LM: 50–52 <u>Free</u> TAE: 139, 142–146, 147 TRB: 70–71 SGA: 10–13
4.6 investigate the causes and effects of mutations.	<u>Essential</u> SE: 177–180 LM: 57–61 <u>Free</u> TAE: 177–180 TRB: 83–87 SGA: 14–16
4.7 identify the causes and effects of genetic diseases in plants and animals.	<u>Essential</u> SE: 121–122, 125–126, 144 <u>Free</u> TAE: 121–122, 125–126, 144 SGA: 10–13

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4.8 investigate the scientific and ethical ramifications of genetic engineering, recombinant DNA, selective breeding, hybridization, cell and tissue culture, transgenic animals, and DNA fingerprinting.	<u>Essential</u> SE: 158–159, 163 <u>Free</u> TAE: 158–159, 163 TRB: 80–81 SGA: 14–16
Performance Indicators State: As documented through state assessment, at Level 1, the student is able to	
<input type="checkbox"/> distinguish between asexual and sexual methods of reproduction, using a scenario.	<u>Essential</u> SE: 575–577, 578–584, 585–597, 716–719, 721–728, 734–735 LM: 176–179, 180–183, 219–223, 224–226 <u>Free</u> TAE: 575–577, 578–584, 585–597, 716–719, 721–728, 734–735 TRB: 252–257, 317–323 SGA: 51–54, 68–70
<input type="checkbox"/> identify the dominant trait, given the results of a monohybrid cross in a scenario.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 134, 137, 139, 193, 725 LM: 75–78, 224–226 <u>Free</u> TAE: 134, 137, 139, 193, 725 TRB: 69, 70, 101–102, 321–323 SGA: 10–13
<input type="checkbox"/> determine the genotype and phenotype of a monohybrid cross, given a Punnet square.	<u>Essential</u> SE: 137 <u>Free</u> TAE: 137 TRB: 69 SGA: 10–13

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<input type="checkbox"/> relate changes in the DNA instructions to cause mutations, given diagrams.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 177–181 LM: 46–49 <u>Free</u> TAE: 177–181 TRB: 87 SGA: 14–16
at level 2, the student is able to	
<input type="checkbox"/> recognize the two major functions of DNA as replication and protein synthesis, given diagrams showing strands of bases with a complimentary strand.	<u>Essential</u> SE: 165–171, 173–175 LM: 46–49, 53–56 <u>Free</u> TAE: 165–171, 173–175 TRB: 83, BLM–62, BLM–63 SGA: 14–16
<input type="checkbox"/> identify the sex chromosomes in humans and recognize inheritance patterns that are sex–linked, using a pedigree.	<u>Essential</u> SE: 143–145, 154 <u>Free</u> TAE: 143–145, 154 TRB: BLM–36, BLM–40, BLM–41 SGA: 10–13
<input type="checkbox"/> analyze modes of inheritance including co–dominance, incomplete dominance, polygenic, and multiple alleles using genetic problems or Punnet Squares.	<u>Essential</u> SE: 139, 142–146, 147 LM: 50–52 <u>Free</u> TAE: 139, 142–146, 147 TRB: 70–71 SGA: 10–13
<input type="checkbox"/> describe and analyze DNA fingerprinting using an illustration of DNA bands.	<u>Essential</u> SE: 184 LM: 62–68, 69–74 <u>Free</u> TAE: 184 TRB: 87–93

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<input type="checkbox"/> analyze a series of DNA bases to determine the sequence which demonstrates a mutation.	<u>Essential</u> SE: 177–180, 181 <u>Free</u> TAE: 177–180, 181 SGA: 14–16
<input type="checkbox"/> determine the probability of having a child with cystic fibrosis, sickle cell anemia, or Tay Sachs if both parents are carriers, given the scenario or genetic problem.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 123–124, 127 LM: 46–49 <u>Free</u> TAE: 123–124, 127 TRB: 65–67 SGA: 10–13
Standard Number: 5.0 Diversity	
Standard: The student will investigate the diversity of organisms by analyzing systems of classification, exploring diverse environments, and comparing life cycles.	
Learning Expectations:	
The student will	
5.1 establish criteria for designing a system of classification and compare historically relevant systems of classification used in Biology.	<u>Essential</u> SE: 220–227, 379 LM: 124–127 <u>Free</u> TAE: 220–227, 379 TRB: 105, 166–167 VT: 3 SGA: 17–19, 30–32
5.2 infer the types of organisms native to specific major biomes.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 769, 782–789 LM: 105–109, 235–238, 242–245 <u>Free</u> TAE: 769, 782–789 TRB: 139–140, 341–342, 345–348, PA–34 SGA: 77–80

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<p>5.3 integrate a comparative study of plant and animal anatomical structures so as to recognize relationships among organisms related to structural components, symmetry, metamorphosis, and alternation of generations.</p>	<p><u>Essential</u> SE: 279–281, 288–293, 296–301, 303–306, 317–321, 323–330, 351–366, 369–378, 391–394, 397–402, 405–413, 415–416, 431–434, 444–448, 452–454, 465–478, 501–504, 507–528, 578–589, 639–642, 644–646, 665–670, 673–681, 717–728 LM: 102–104, 110–113, 119–123, 124–127, 128–130, 131–134, 135–138, 139–144, 149–152, 153–157, 162–164, 176–179, 193–196, 197–199, 200–204, 205–208, 209–212, 213–216</p> <p><u>Free</u> TAE: 279–281, 288–293, 296–301, 303–306, 317–321, 323–330, 351–366, 369–378, 391–394, 397–402, 405–413, 415–416, 431–434, 444–448, 452–454, 465–478, 501–504, 507–528, 578–589, 639–642, 644–646, 665–670, 673–681, 717–728 TRB: 134, 136, 147–149, 152, 163, 165–166, 178, 208–210, 225–226, 230, 253–255, 279–281, 293, 298, 317–318, 320–321, PA–16, PA–22, PA–25, PA–32, BLM–94, BLM–95, BLM–97, BLM–98, BLM–104, BLM–106, BLM–107, BLM–112 VT: 3, 4 SGA: 24–26, 27–29, 30–32, 33–35, 36–39, 40–42, 43–46, 51–54, 59–61, 62–64, 68–70</p>

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Performance Indicators State: As documented through state assessment, at Level 1, the student is able to	
<input type="checkbox"/> infer animals or plants indigenous to an environment, given pictures or diagrams of the organisms and a description of the environment.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 769, 782–789 LM: 105–109, 235–238, 242–245 <u>Free</u> TAE: 769, 782–789 TRB: 139–140, 341–342, 345–348, PA–34 SGA: 77–80
<input type="checkbox"/> infer the biome in which an animal or plant lives, given a description of the organism and pictures of various biomes.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 769, 782–789 LM: 105–109, 235–238, 242–245 <u>Free</u> TAE: 769, 782–789 TRB: 139–140, 341–342, 345–348, PA–34 SGA: 77–80
<input type="checkbox"/> infer the relatedness of different organisms using the Linnean system of classification, given pictures of a variety of different plants or animals and a key to classification of organisms.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 223, 379 LM: 124–127 <u>Free</u> TAE: 223, 379 TRB: 166–167, PA–15, BLM–117, BLM–118

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at level 2, the student is able to	
<input type="checkbox"/> determine the genus and species of an organism, given a dichotomous key containing descriptions of the characteristics of each classification level.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 379 LM: 124–127 <u>Free</u> TAE: 379 TRB: 166–167, PA–15, BLM–117, BLM–118
<input type="checkbox"/> determine whether an insect undergoes complete or incomplete metamorphosis, given pictures or diagrams of the insect in its stages of development.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 375 <u>Free</u> TAE: 375 VT: 3 SGA: 30–32
<input type="checkbox"/> infer the body symmetry of an organism, given a diagram or picture of the organism.	<u>Essential</u> SE: 351–353 <u>Free</u> TAE: 351–353 TRB: 163, BLM–112 VT: 3 SGA: 30–32
<input type="checkbox"/> predict the function of a system or organ, given structural descriptions, whether in the earthworm, crayfish, frog, or human.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 355–366 LM: 119–123, 149–152 <u>Free</u> TAE: 355–366 TRB: 163–165, 198–200, BLM–144, BLM–145, BLM–149 VT: 3 SGA: 30–32

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Biology I: 3210

Tennessee Science Curriculum Standards Biology I: 3210	Globe Fearon CORD Biology: Science in Context ©2000
Standard Number: 6.0 Biological Evolution	
Standard: The student will investigate the forces of natural selection on the development of organisms and examine the evidence for biological evolution.	
Learning Expectations: The student will	
6.1 interpret and evaluate the evidence for biological evolution in the fossil record.	<u>Essential</u> SE: 208–209 <u>Free</u> TAE: 208–209 SGA: 17–19
6.2 investigate how natural selection, mutation, and adaptation impact a species.	<u>Essential</u> SE: 177–181, 195–200, 201–207 LM: 57–61, 75–78 <u>Free</u> TAE: 177–181, 195–200, 201–207 TRB: 87, 102 SGA: 14–16, 17–19
6.3 recognize the contributions of scientists, including Darwin, to the concept of evolution.	<u>Essential</u> SE: 196, 198, 207–208, 218 LM: 79–83 <u>Free</u> TAE: 196, 198, 207–208, 218 TRB: 103–105 SGA: 17–19
6.4 apply current knowledge of DNA and comparative anatomy to provide evidence for biological evolution.	<u>Essential</u> SE: 209–212 <u>Free</u> TAE: 209–212 SGA: 17–19

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Performance Indicators State:	
As documented through state assessment, at Level 1, the student is able to	
<input type="checkbox"/> differentiate between the relative age of various fossils in sedimentary rock, given a diagram of rock strata.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 215, 298 LM: 98–101 <u>Free</u> TAE: 215, 298 TRB: 134–136 SGA: 17–19
<input type="checkbox"/> predict how environmental changes will encourage or discourage the formation of a new species or extinction of an existing species, given a written scenario.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 204, 205–207, 753 LM: 230–234 <u>Free</u> TAE: 204, 205–207, 753 TRB: 332–334 SGA: 17–19
at level 2, the student is able to	
<input type="checkbox"/> transfer knowledge of divergent evolution, as in Darwin’s finches, to determine why species with a common ancestor have adapted differently, given a diagram of the various species.	The opportunity to address this objective is available. See the following: <u>Essential</u> SE: 193, 204, 213, 753 LM: 230–234 <u>Free</u> TAE: 193, 204, 213, 753 TRB: 332–334 SGA: 17–19
<input type="checkbox"/> compare homologous structures in species to determine the relatedness of certain species, given diagrams or pictures of each.	<u>Essential</u> SE: 209–210 <u>Free</u> TAE: 209–210 SGA: 17–19

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<input type="checkbox"/> differentiate between natural selection and selective breeding, given a scenario.	<u>Essential</u> SE: 197–199 <u>Free</u> TAE: 197–199 SGA: 17–19

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