



The Living Environment

Core Curriculum

THE UNIVERSITY OF THE STATE OF NEW YORK



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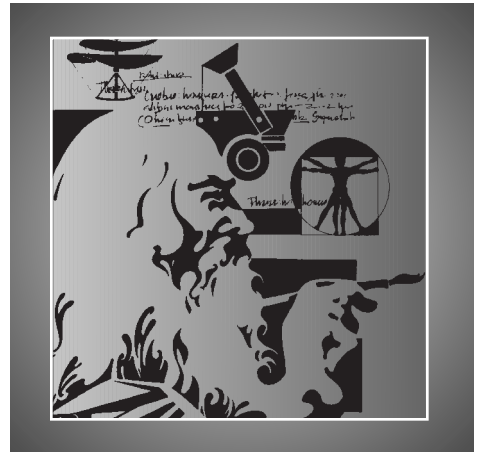
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The Living Environment

Core Curriculum

PREFACE

The Living Environment Core Curriculum has been written to assist teachers and supervisors as they prepare curriculum, instruction, and assessment for the Living Environment component of Standard 4 of the New York State *Learning Standards for Mathematics, Science, and Technology*. This standard states: “Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.” This Core Curriculum is an elaboration of the science content of the mathematics, science, and technology learning standards document and its Key Ideas and Performance Indicators. Key Ideas are broad, unifying, general statements of what students need to know. The Performance Indicators for each Key Idea are statements of what students should be able to do to provide evidence that they understand the Key Idea. This Core Curriculum presents Major Understandings that give more specific detail to the concepts underlying the Performance Indicators in Standard 4.

In addition, the Scientific Inquiry portion of Standard 1 has been elaborated to highlight those skills necessary to allow students to test their proposed explanations of natural phenomena by using the conventional techniques and procedures of scientists. The concepts and skills identified in the introduction and Major Understandings for each Key Idea in this Core Curriculum will provide the material from which Regents examination items will be developed. Occasionally, examples are given in an effort to clarify information. These examples are not inclusive lists; therefore, teachers should not feel limited by them.

This Core Curriculum is not a syllabus. It addresses only the content and skills to be assessed at the commencement level by the Living Environment Regents science examination. The Core Curriculum has been prepared with the assumption that the content, skills, and vocabulary as outlined in the *Learning Standards for Mathematics, Science, and Technology* at the elementary and intermediate levels have been taught previously. Work in grades 9-12 must build on the knowledge, understanding, and ability to do science that students have acquired in their earlier grades. This is a core for the preparation of high school curriculum, instruction, and assessment, the final stage in a K-12

continuum of science education. The lack of detail in this core is not to be seen as a shortcoming. Rather, the focus on conceptual understanding in the core is consistent with the approaches recommended in the *National Science Education Standards and Benchmarks of Science Literacy: Project 2061*. It is essential that instruction focus on understanding important relationships, processes, mechanisms, and applications of concepts. Far less important is the memorization of specialized terminology and technical details. Future assessments will test students’ ability to explain, analyze, and interpret biological processes and phenomena more than their ability to recall specific facts. It is hoped that the general nature of these statements will encourage the teaching of science for this understanding, instead of for memorization. The following question has been asked for each Key Idea: What do students need to know to have science literacy within that broad theme? The general nature of the Major Understandings in this core will also allow teachers more flexibility, making possible richer creativity in instruction and greater variation in assessment than a more explicit syllabus would allow.

The order of presentation and numbering of all statements in this document are not meant to indicate any recommended sequence of instruction. Ideas have not been prioritized, nor have they been organized in any manner to indicate time allotments. Many of the Major Understandings in this document are stated in a general rather than specific way. It is expected, however, that teachers will provide examples and applications in their teaching/learning strategies to bring about understanding of the major concepts involved. Teachers are encouraged to help students find and elaborate conceptual cross-linkages that interconnect many of the Living Environment Key Ideas to each other and to other mathematics, science, and technology learning standards.

The courses designed using this Core Curriculum are expected to prepare students to explain, both accurately and with appropriate depth, the most important ideas about our living environment. Students, in attaining scientific literacy, ought to be able to generate such explanations, in their own words, by the time they graduate and also long after they have completed their high school education. The science educators throughout New York State who collaborated on the

writing of this core fervently hope that this goal is realized in the years ahead.

Laboratory Requirements: Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, as a prerequisite for admission to the Regents examination in the Living Environment, students must have successfully completed 1200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation.

It is expected that laboratory experiences will provide the opportunity for students to develop the scientific inquiry techniques in Standard 1, the use of information systems as outlined in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7, and the skills identified on the laboratory skills checklist found in Appendix A.

STANDARD 1

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Science relies on logic and creativity. Science is both a body of knowledge and a way of knowing—an intellectual and social process that applies human intelligence to explaining how the world works. Scientific explanations are developed using both observations (evidence) and what people already know about the world (scientific knowledge). All scientific explanations are tentative and subject to change. Good science involves questioning, observing and inferring, experimenting, finding evidence, collecting and organizing data, drawing valid conclusions, and undergoing peer review. Understanding the scientific view of the natural world is an essential part of personal, societal, and ethical decision making. Scientific literacy involves internalizing the scientific critical attitude so that it can be applied in everyday life, particularly in relation to health, commercial, and technological claims. Also see Laboratory Checklist in Appendix A.

Key Idea 1:

The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing and creative process.

PERFORMANCE INDICATOR 1.1

Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking.

Major Understandings

1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.

1.1b Learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship between science and society.

1.1c Science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge.

PERFORMANCE INDICATOR 1.2

Hone ideas through reasoning, library research, and discussion with others, including experts.

Major Understandings

1.2a Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.

1.2b Inquiry involves making judgments about the reliability of the source and relevance of information.

**PERFORMANCE
INDICATOR 1.3**

Work toward reconciling competing explanations; clarify points of agreement and disagreement.

Major Understandings

1.3a Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions.

1.3b All scientific explanations are tentative and subject to change or improvement. Each new bit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world.

**PERFORMANCE
INDICATOR 1.4**

Coordinate explanations at different levels of scale, points of focus, and degrees of complexity and specificity, and recognize the need for such alternative representations of the natural world.

Major Understandings

1.4a Well-accepted theories are ones that are supported by different kinds of scientific investigations often involving the contributions of individuals from different disciplines.

Key Idea 2:

Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**PERFORMANCE
INDICATOR 2.1**

Devise ways of making observations to test proposed explanations.

**PERFORMANCE
INDICATOR 2.2**

Refine research ideas through library investigations, including electronic information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion.

Major Understandings

2.2a Development of a research plan involves researching background information and understanding the major concepts in the area being investigated. Recommendations for methodologies, use of technologies, proper equipment, and safety precautions should also be included.

PERFORMANCE INDICATOR 2.3

Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true.

Major Understandings

2.3a Hypotheses are predictions based upon both research and observation.

2.3b Hypotheses are widely used in science for determining what data to collect and as a guide for interpreting the data.

2.3c Development of a research plan for testing a hypothesis requires planning to avoid bias (e.g., repeated trials, large sample size, and objective data-collection techniques).

PERFORMANCE INDICATOR 2.4

Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.

Key Idea 3:

The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into natural phenomena.

PERFORMANCE INDICATOR 3.1

Use various methods of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data.

Major Understandings

3.1a Interpretation of data leads to development of additional hypotheses, the formulation of generalizations, or explanations of natural phenomena.

PERFORMANCE INDICATOR 3.2

Apply statistical analysis techniques when appropriate to test if chance alone explains the results.

PERFORMANCE INDICATOR 3.3

Assess correspondence between the predicted result contained in the hypothesis and actual result, and reach a conclusion as to whether the explanation on which the prediction was based is supported.

**PERFORMANCE
INDICATOR 3.4**

Based on the results of the test and through public discussion, revise the explanation and contemplate additional research.

Major Understandings

3.4a Hypotheses are valuable, even if they turn out not to be true, because they may lead to further investigation.

3.4b Claims should be questioned if the data are based on samples that are very small, biased, or inadequately controlled or if the conclusions are based on the faulty, incomplete, or misleading use of numbers.

3.4c Claims should be questioned if fact and opinion are intermingled, if adequate evidence is not cited, or if the conclusions do not follow logically from the evidence given.

**PERFORMANCE
INDICATOR 3.5**

Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research.

Major Understandings

3.5a One assumption of science is that other individuals could arrive at the same explanation if they had access to similar evidence. Scientists make the results of their investigations public; they should describe the investigations in ways that enable others to repeat the investigations.

3.5b Scientists use peer review to evaluate the results of scientific investigations and the explanations proposed by other scientists. They analyze the experimental procedures, examine the evidence, identify faulty reasoning, point out statements that go beyond the evidence, and suggest alternative explanations for the same observations.

STANDARD 4

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Key Idea 1:

Living things are both similar to and different from each other and from nonliving things.

Living things are similar in that they rely on many of the same processes to stay alive, yet are different in the ways that these processes are carried out.

Nonliving things lack certain features of living organisms, such as the ability to maintain a cellular organization, carry out metabolic processes while maintaining internal stability (homeostasis), and pass on hereditary information through reproduction.

In most biological respects, humans are like other living organisms. For instance, they are made up of cells like those of other animals, have much the same chemical composition, have organ systems and physical characteristics like many others, reproduce in a similar way, carry the same kind of genetic information system, and are part of a food web.

The components of living systems, from a single cell to an ecosystem, interact to maintain balance. Different organisms have different regulatory mechanisms that function to maintain the level of organization necessary for life. Diversity is evident and important at all levels of organization—from a single cell to a multicellular organism to an ecosystem.

PERFORMANCE INDICATOR 1.1

Explain how diversity of populations within ecosystems relates to the stability of ecosystems.

Major Understandings

1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or heterotrophic nutrition.

1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.

1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.

1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.

1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.

1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.

**PERFORMANCE
INDICATOR 1.2**

Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).

Major Understandings

1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.

1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.

1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.

1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.

1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.

1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.

1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.

1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.

1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria), protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).

1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.

**PERFORMANCE
INDICATOR 1.3**

Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.

Major Understandings

1.3a The structures present in some single-celled organisms act in a manner similar to the tissues and systems found in multicellular organisms, thus enabling them to perform all of the life processes needed to maintain homeostasis.

Key Idea 2:

Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Organisms from all kingdoms possess a set of instructions (genes) that determines their characteristics. These instructions are passed from parents to offspring during reproduction. Students are familiar with simple mechanisms related to the inheritance of some physical traits in offspring. They are now able to begin to understand the molecular basis of heredity and how this set of instructions can be changed through recombination, mutation, and genetic engineering.

The inherited instructions that are passed from parent to offspring exist in the form of a code. This code is contained in DNA molecules. The DNA molecules must be accurately replicated before being passed on. Once the coded information is passed on, it is used by a cell to make proteins. The proteins that are made become cell parts and carry out most functions of the cell.

Throughout recorded history, humans have used selective breeding and other biotechnological methods to produce products or organisms with desirable traits. Our current understanding of DNA extends this to the manipulation of genes leading to the development of new combinations of traits and new varieties of organisms.

**PERFORMANCE
INDICATOR 2.1**

Explain how the structure and replication of genetic material result in offspring that resemble their parents.

Major Understandings

2.1a Genes are inherited, but their expression can be modified by interactions with the environment.

2.1b Every organism requires a set of coded instructions for specifying its traits. For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next. Heredity is the passage of these instructions from one generation to another.

2.1c Hereditary information is contained in genes, located in the chromosomes of each cell. An inherited trait of an individual can be determined by one or by many genes, and a single gene can influence more than one trait. A human cell contains many thousands of different genes in its nucleus.

2.1d In asexually reproducing organisms, all the genes come from a single parent. Asexually produced offspring are normally genetically identical to the parent.

2.1e In sexually reproducing organisms, the new individual receives half of the genetic information from its mother (via the egg) and half from its father (via the sperm). Sexually produced offspring often resemble, but are not identical to, either of their parents.

**PERFORMANCE
INDICATOR 2.1**

continued

2.1f In all organisms, the coded instructions for specifying the characteristics of the organism are carried in DNA, a large molecule formed from subunits arranged in a sequence with bases of four kinds (represented by A, G, C, and T). The chemical and structural properties of DNA are the basis for how the genetic information that underlies heredity is both encoded in genes (as a string of molecular “bases”) and replicated by means of a template.

2.1g Cells store and use coded information. The genetic information stored in DNA is used to direct the synthesis of the thousands of proteins that each cell requires.

2.1h Genes are segments of DNA molecules. Any alteration of the DNA sequence is a mutation. Usually, an altered gene will be passed on to every cell that develops from it.

2.1i The work of the cell is carried out by the many different types of molecules it assembles, mostly proteins. Protein molecules are long, usually folded chains made from 20 different kinds of amino acids in a specific sequence. This sequence influences the shape of the protein. The shape of the protein, in turn, determines its function.

2.1j Offspring resemble their parents because they inherit similar genes that code for the production of proteins that form similar structures and perform similar functions.

2.1k The many body cells in an individual can be very different from one another, even though they are all descended from a single cell and thus have essentially identical genetic instructions. This is because different parts of these instructions are used in different types of cells, and are influenced by the cell’s environment and past history.

**PERFORMANCE
INDICATOR 2.2**

Explain how the technology of genetic engineering allows humans to alter genetic makeup of organisms.

Major Understandings

2.2a For thousands of years new varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits.

2.2b In recent years new varieties of farm plants and animals have been engineered by manipulating their genetic instructions to produce new characteristics.

2.2c Different enzymes can be used to cut, copy, and move segments of DNA. Characteristics produced by the segments of DNA may be expressed when these segments are inserted into new organisms, such as bacteria.

2.2d Inserting, deleting, or substituting DNA segments can alter genes. An altered gene may be passed on to every cell that develops from it.

2.2e Knowledge of genetics is making possible new fields of health care; for example, finding genes which may have mutations that can cause disease will aid in the development of preventive measures to fight disease. Substances, such as hormones and enzymes, from genetically engineered organisms may reduce the cost and side effects of replacing missing body chemicals.

Key Idea 3:

Individual organisms and species change over time.

Evolution is the change of species over time. This theory is the central unifying theme of biology. This change over time is well documented by extensive evidence from a wide variety of sources. Students need to know that in sexually reproducing organisms, only changes in the genes of sex cells can become the basis for evolutionary change and that these evolutionary changes may occur in structure, function, and behavior over time. Students need to be able to distinguish between evolutionary change and the changes that occur during the lifetime of an individual organism.

According to many scientists, biological evolution occurs through natural selection. Natural selection is the result of overproduction of offspring, variations among offspring, the struggle for survival, the adaptive value of certain variations, and the subsequent survival and increased reproduction of those best adapted to a particular environment. Selection for individuals with a certain trait can result in changing the proportions of that trait in a population.

The diversity of life on Earth today is the result of natural selection occurring over a vast amount of geologic time for most organisms, but over a short amount of time for organisms with short reproductive cycles such as pathogens in an antibiotic environment and insects in a pesticide environment.

PERFORMANCE INDICATOR 3.1

Explain the mechanisms and patterns of evolution.

Major Understandings

3.1a The basic theory of biological evolution states that the Earth's present-day species developed from earlier, distinctly different species.

3.1b New inheritable characteristics can result from new combinations of existing genes or from mutations of genes in reproductive cells.

3.1c Mutation and the sorting and recombining of genes during meiosis and fertilization result in a great variety of possible gene combinations.

3.1d Mutations occur as random chance events. Gene mutations can also be caused by such agents as radiation and chemicals. When they occur in sex cells, the mutations can be passed on to offspring; if they occur in other cells, they can be passed on to other body cells only.

3.1e Natural selection and its evolutionary consequences provide a scientific explanation for the fossil record of ancient life-forms, as well as for the molecular and structural similarities observed among the diverse species of living organisms.

3.1f Species evolve over time. Evolution is the consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring.

3.1g Some characteristics give individuals an advantage over others in surviving and reproducing, and the advantaged offspring, in turn, are more likely than others to survive and reproduce. The proportion of individuals that have advantageous characteristics will increase.

3.1h The variation of organisms within a species increases the likelihood that at least some members of the species will survive under changed environmental conditions.

**PERFORMANCE
INDICATOR 3.1**

continued

3.1i Behaviors have evolved through natural selection. The broad patterns of behavior exhibited by organisms are those that have resulted in greater reproductive success.

3.1j Billions of years ago, life on Earth is thought by many scientists to have begun as simple, single-celled organisms. About a billion years ago, increasingly complex multi-cellular organisms began to evolve.

3.1k Evolution does not necessitate long-term progress in some set direction. Evolutionary changes appear to be like the growth of a bush: Some branches survive from the beginning with little or no change, many die out altogether, and others branch repeatedly, sometimes giving rise to more complex organisms.

3.1l Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. Fossils indicate that many organisms that lived long ago are extinct. Extinction of species is common; most of the species that have lived on Earth no longer exist.

Key Idea 4:

The continuity of life is sustained through reproduction and development.

Species transcend individual life spans through reproduction. Asexual reproduction produces genetically identical offspring. Sexual reproduction produces offspring that have a combination of genes inherited from each parent's specialized sex cells (gametes). The processes of gamete production, fertilization, and development follow an orderly sequence of events. Zygotes contain all the information necessary for growth, development, and eventual reproduction of the organism. Development is a highly regulated process involving mitosis and differentiation. Reproduction and development are subject to environmental impact. Human development, birth, and aging should be viewed as a predictable pattern of events. Reproductive technology has medical, agricultural, and ecological applications.

**PERFORMANCE
INDICATOR 4.1**

Explain how organisms, including humans, reproduce their own kind.

Major Understandings

4.1a Reproduction and development are necessary for the continuation of any species.

4.1b Some organisms reproduce asexually with all the genetic information coming from one parent. Other organisms reproduce sexually with half the genetic information typically contributed by each parent. Cloning is the production of identical genetic copies.

4.1c The processes of meiosis and fertilization are key to sexual reproduction in a wide variety of organisms. The process of meiosis results in the production of eggs and sperm which each contain half of the genetic information. During fertilization, gametes unite to form a zygote, which contains the complete genetic information for the offspring.

4.1d The zygote may divide by mitosis and differentiate to form the specialized cells, tissues, and organs of multicellular organisms.

4.1e Human reproduction and development are influenced by factors such as gene expression, hormones, and the environment. The reproductive cycle in both males and females is regulated by hormones such as testosterone, estrogen, and progesterone.

**PERFORMANCE
INDICATOR 4.1**

continued

4.1f The structures and functions of the human female reproductive system, as in almost all other mammals, are designed to produce gametes in ovaries, allow for internal fertilization, support the internal development of the embryo and fetus in the uterus, and provide essential materials through the placenta, and nutrition through milk for the newborn.

4.1g The structures and functions of the human male reproductive system, as in other mammals, are designed to produce gametes in testes and make possible the delivery of these gametes for fertilization.

4.1h In humans, the embryonic development of essential organs occurs in early stages of pregnancy. The embryo may encounter risks from faults in its genes and from its mother's exposure to environmental factors such as inadequate diet, use of alcohol/drugs/tobacco, other toxins, or infections throughout her pregnancy.

Key Idea 5:

Organisms maintain a dynamic equilibrium that sustains life.

Life is dependent upon availability of an energy source and raw materials that are used in the basic enzyme-controlled biochemical processes of living organisms. These biochemical processes occur within a narrow range of conditions. Because organisms are continually exposed to changes in their external and internal environments, they must continually monitor and respond to these changes. Responses to change can range in complexity from simple activation of a cell chemical process to elaborate learned behavior. The result of these responses is called homeostasis, a "dynamic equilibrium" or "steady state" which keeps the internal environment within certain limits. Organisms have a diversity of homeostatic feedback mechanisms that detect deviations from the normal state and take corrective actions to return their systems to the normal range. These mechanisms maintain the physical and chemical aspects of the internal environment within narrow limits that are favorable for cell activities. Failure of these control mechanisms can result in disease or even death.

**PERFORMANCE
INDICATOR 5.1**

Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium.

Major Understandings

5.1a The energy for life comes primarily from the Sun. Photosynthesis provides a vital connection between the Sun and the energy needs of living systems.

5.1b Plant cells and some one-celled organisms contain chloroplasts, the site of photosynthesis. The process of photosynthesis uses solar energy to combine the inorganic molecules carbon dioxide and water into energy-rich organic compounds (e.g., glucose) and release oxygen to the environment.

5.1c In all organisms, organic compounds can be used to assemble other molecules such as proteins, DNA, starch, and fats. The chemical energy stored in bonds can be used as a source of energy for life processes.

5.1d In all organisms, the energy stored in organic molecules may be released during cellular respiration. This energy is temporarily stored in ATP molecules. In many organisms, the process of cellular respiration is concluded in mitochondria, in which ATP is produced more efficiently, oxygen is used, and carbon dioxide and water are released as wastes.

**PERFORMANCE
INDICATOR 5.1**

continued

5.1e The energy from ATP is used by the organism to obtain, transform, and transport materials, and to eliminate wastes.

5.1f Biochemical processes, both breakdown and synthesis, are made possible by a large set of biological catalysts called enzymes. Enzymes can affect the rates of chemical change. The rate at which enzymes work can be influenced by internal environmental factors such as pH and temperature.

5.1g Enzymes and other molecules, such as hormones, receptor molecules, and antibodies, have specific shapes that influence both how they function and how they interact with other molecules.

**PERFORMANCE
INDICATOR 5.2**

Explain disease as a failure of homeostasis.

Major Understandings

5.2a Homeostasis in an organism is constantly threatened. Failure to respond effectively can result in disease or death.

5.2b Viruses, bacteria, fungi, and other parasites may infect plants and animals and interfere with normal life functions.

5.2c The immune system protects against antigens associated with pathogenic organisms or foreign substances and some cancer cells.

5.2d Some white blood cells engulf invaders. Others produce antibodies that attack them or mark them for killing. Some specialized white blood cells will remain, able to fight off subsequent invaders of the same kind.

5.2e Vaccinations use weakened microbes (or parts of them) to stimulate the immune system to react. This reaction prepares the body to fight subsequent invasions by the same microbes.

5.2f Some viral diseases, such as AIDS, damage the immune system, leaving the body unable to deal with multiple infectious agents and cancerous cells.

5.2g Some allergic reactions are caused by the body's immune responses to usually harmless environmental substances. Sometimes the immune system may attack some of the body's own cells or transplanted organs.

5.2h Disease may also be caused by inheritance, toxic substances, poor nutrition, organ malfunction, and some personal behavior. Some effects show up right away; others may not show up for many years.

5.2i Gene mutations in a cell can result in uncontrolled cell division, called cancer. Exposure of cells to certain chemicals and radiation increases mutations and thus increases the chance of cancer.

5.2j Biological research generates knowledge used to design ways of diagnosing, preventing, treating, controlling, or curing diseases of plants and animals.

**PERFORMANCE
INDICATOR 5.3**

Relate processes at the system level to the cellular level in order to explain dynamic equilibrium in multicelled organisms.

Major Understandings

5.3a Dynamic equilibrium results from detection of and response to stimuli. Organisms detect and respond to change in a variety of ways both at the cellular level and at the organismal level.

5.3b Feedback mechanisms have evolved that maintain homeostasis. Examples include the changes in heart rate or respiratory rate in response to increased activity in muscle cells, the maintenance of blood sugar levels by insulin from the pancreas, and the changes in openings in the leaves of plants by guard cells to regulate water loss and gas exchange.

Key Idea 6:

Plants and animals depend on each other and their physical environment.

The fundamental concept of ecology is that living organisms interact with and are dependent on their environment and each other. These interactions result in a flow of energy and a cycling of materials that are essential for life.

Competition can occur between members of different species for an ecological niche. Competition can also occur within species. Competition may be for abiotic resources, such as space, water, air, and shelter, and for biotic resources such as food and mates. Students should be familiar with the concept of food chains and webs.

**PERFORMANCE
INDICATOR 6.1**

Explain factors that limit growth of individuals and populations.

Major Understandings

6.1a Energy flows through ecosystems in one direction, typically from the Sun, through photosynthetic organisms including green plants and algae, to herbivores to carnivores and decomposers.

6.1b The atoms and molecules on the Earth cycle among the living and nonliving components of the biosphere. For example, carbon dioxide and water molecules used in photosynthesis to form energy-rich organic compounds are returned to the environment when the energy in these compounds is eventually released by cells. Continual input of energy from sunlight keeps the process going. This concept may be illustrated with an energy pyramid.

6.1c The chemical elements, such as carbon, hydrogen, nitrogen, and oxygen, that make up the molecules of living things pass through food webs and are combined and recombined in different ways. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat.

6.1d The number of organisms any habitat can support (carrying capacity) is limited by the available energy, water, oxygen, and minerals, and by the ability of ecosystems to recycle the residue of dead organisms through the activities of bacteria and fungi.

6.1e In any particular environment, the growth and survival of organisms depend on the physical conditions including light intensity, temperature range, mineral availability, soil/rock type, and relative acidity (pH).

**PERFORMANCE
INDICATOR 6.1**

continued

6.1f Living organisms have the capacity to produce populations of unlimited size, but environments and resources are finite. This has profound effects on the interactions among organisms.

6.1g Relationships between organisms may be negative, neutral, or positive. Some organisms may interact with one another in several ways. They may be in a producer/consumer, predator/prey, or parasite/host relationship; or one organism may cause disease in, scavenge, or decompose another.

**PERFORMANCE
INDICATOR 6.2**

Explain the importance of preserving diversity of species and habitats.

Major Understandings

6.2a As a result of evolutionary processes, there is a diversity of organisms and roles in ecosystems. This diversity of species increases the chance that at least some will survive in the face of large environmental changes. Biodiversity increases the stability of the ecosystem.

6.2b Biodiversity also ensures the availability of a rich variety of genetic material that may lead to future agricultural or medical discoveries with significant value to humankind. As diversity is lost, potential sources of these materials may be lost with it.

**PERFORMANCE
INDICATOR 6.3**

Explain how the living and nonliving environments change over time and respond to disturbances.

Major Understandings

6.3a The interrelationships and interdependencies of organisms affect the development of stable ecosystems.

6.3b Through ecological succession, all ecosystems progress through a sequence of changes during which one ecological community modifies the environment, making it more suitable for another community. These long-term gradual changes result in the community reaching a point of stability that can last for hundreds or thousands of years.

6.3c A stable ecosystem can be altered, either rapidly or slowly, through the activities of organisms (including humans), or through climatic changes or natural disasters. The altered ecosystem can usually recover through gradual changes back to a point of long-term stability.

Key Idea 7:

Human decisions and activities have had a profound impact on the physical and living environment.

Population growth has placed new strains on the environment—massive pollution of air and water, deforestation and extinction of species, global warming, and alteration of the ozone shield. Some individuals believe that there will be a technological fix for such problems. Others, concerned with the accelerating pace of change and the ecological concept of finite resources, are far less optimistic. What is certain, however, is that resolving these issues will require increasing global awareness, cooperation, and action.

Since the students of today will be the elected officials and informed public of tomorrow, the teacher should encourage a diversity of activities that will allow students to explore, explain, and apply conceptual understandings and skills necessary to be environmentally literate.

PERFORMANCE INDICATOR 7.1

Describe the range of interrelationships of humans with the living and nonliving environment.

Major Understandings

7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot be renewed.

7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients. Humans are changing many of these basic processes and the changes may be detrimental.

7.1c Human beings are part of the Earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.

PERFORMANCE INDICATOR 7.2

Explain the impact of technological development and growth in the human population on the living and nonliving environment.

Major Understandings

7.2a Human activities that degrade ecosystems result in a loss of diversity of the living and nonliving environment. For example, the influence of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.

7.2b When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.

7.2c Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative effects on humans and ecosystems.

**PERFORMANCE
INDICATOR 7.3**

Explain how individual choices and societal actions can contribute to improving the environment.

Major Understandings

7.3a Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions which will assess risks, costs, benefits, and trade-offs.

7.3b The decisions of one generation both provide and limit the range of possibilities open to the next generation.

APPENDIX A

LIVING ENVIRONMENT—LABORATORY CHECKLIST

In addition to demonstrating the performance indicators relating to scientific inquiry described in Standard 1, biology students need to develop proficiency in certain laboratory or technical skills in order to successfully conduct investigations in biological science. During the school year, teachers should ensure that students develop the capacity to successfully perform each of the laboratory skills listed below. Proficiency in performing these laboratory skills may also be evaluated by items found on certain parts of the State's Living Environment assessment.

- Follows safety rules in the laboratory
- Selects and uses correct instruments
 - Uses graduated cylinders to measure volume
 - Uses metric ruler to measure length
 - Uses thermometer to measure temperature
 - Uses triple-beam or electronic balance to measure mass
- Uses a compound microscope/stereoscope effectively to see specimens clearly, using different magnifications
 - Identifies and compares parts of a variety of cells
 - Compares relative sizes of cells and organelles
 - Prepares wet-mount slides and uses appropriate staining techniques
- Designs and uses dichotomous keys to identify specimens
- Makes observations of biological processes
- Dissects plant and/or animal specimens to expose and identify internal structures
- Follows directions to correctly use and interpret chemical indicators
- Uses chromatography and/or electrophoresis to separate molecules
- Designs and carries out a controlled, scientific experiment based on biological processes
- States an appropriate hypothesis
- Differentiates between independent and dependent variables
- Identifies the control group and/or controlled variables
- Collects, organizes, and analyzes data, using a computer and/or other laboratory equipment
- Organizes data through the use of data tables and graphs
- Analyzes results from observations/expressed data
- Formulates an appropriate conclusion or generalization from the results of an experiment
- Recognizes assumptions and limitations of the experiment

