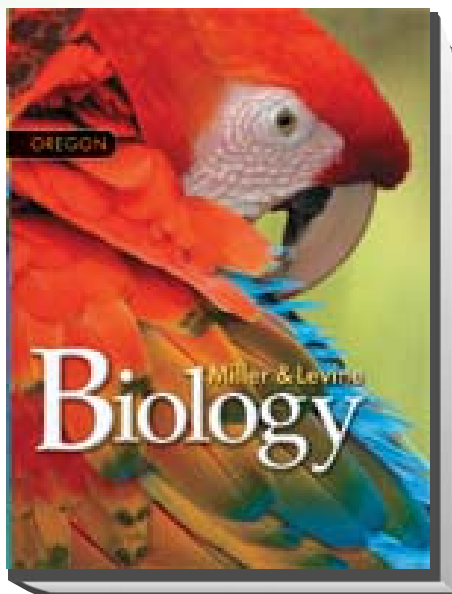


High School

Prentice Hall

*Biology (Miller/Levine)*

*Oregon Edition © 2010*



C O R R E L A T E D T O

Oregon Science Academic Content Standards  
(High School)

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P=Physical science; L=Life science; E=Earth and Space science; S=Scientific inquiry; D=Design (engineering)	
High School	
It is essential that these standards be addressed in contexts that promote scientific inquiry, use of evidence, critical thinking, making connections, and communication.	
H.1 Structure and Function: A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components.	<p><i>Found throughout the text. See, for example:</i></p> <p><b>SE/TE:</b> 17-25, 27, 29, 45-57, 110-121, 123, 125-126, 190-223, 226-228, 235-241, 243-247, 250-261, 267-271, 298, 304, 338-348, 350-359, 362-383, 385-389, 398-401, 411-412, 418-434, 441-445, 454-458, 460-473, 475-479, 494-503, 505-507, 538-559, 565-569, 574-592, 595-599, 602-631, 639-654, 657-661, 664-693, 696-707, 721-722, 724-725, 730-735, 737-743, 745-749, 757-772, 775-779, 782-805, 808-830, 832-837, 858, 862-873, 875-893, 896-919, 922-933, 935-945, 948-961, 963-975, 978-1001, 1003-1007, 1010-1019, 1024-1034</p> <p><b>TE Only:</b> 18, 47, 112-113, 115, 118-120, 190, 198-199, 202-205, 206-207, 208-210, 212, 215-216, 228, 237-239, 250-253, 664-667, 669-672, 674-677, 680-682, 782, 784-785, 787-790, 791-793, 794-797, 862-866, 875-881, 882-887, 896, 898-899, 901-902, 906-907, 922, 927, 928-931, 935, 939, 948-949, 963-964</p>
	<p><b>TR:</b> Study Workbook A, Sections 1.3, 2.3, 4.4, 7.1, 8.3, 9.1, 12.1, 12.3, 13.1, 14.2, 15.1, 17.3, 19.1, 20.1, 21.1, 21.2, 21.3, 21.4, 22.2, 22.3, 22.4, 23.1, 23.2, 23.3, 23.4, 23.5, 24.1, 24.2, 25.1, 25.2, 26.2, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.2, 28.3, 28.4, 30.1, 30.2, 30.3, 30.4, 31.1, 31.2, 31.3, 31.4, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 34.3, 34.4, 35.1, 35.2, 35.4; Study Workbook B, Sections 1.3, 2.3, 4.4, 7.1, 8.3, 9.1, 12.1, 12.3, 13.1, 14.2, 15.1, 17.3, 19.1, 20.1, 21.1, 21.2, 21.3, 21.4, 22.2, 22.3, 22.4, 23.1, 23.2, 23.3, 23.4, 23.5, 24.1, 24.2, 25.1, 25.2, 26.2, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.2, 28.3, 28.4, 30.1, 30.2, 30.3, 30.4, 31.1, 31.2, 31.3, 31.4, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 34.3, 34.4, 35.1, 35.2, 35.4; Assessments Resource Book, Sections, 1.3, 2.3, 4.4, 7.1, 8.3, 9.1, 12.1, 12.3, 13.1, 14.2, 15.1, 17.3, 19.1, 20.1, 21.1, 21.2, 21.3, 21.4, 22.2, 22.3, 22.4, 23.1, 23.2, 23.3, 23.4, 23.5, 24.1, 24.2, 25.1, 25.2, 26.2, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.2, 28.3, 28.4, 30.1, 30.2, 30.3, 30.4, 31.1, 31.2, 31.3, 31.4, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 34.3, 34.4, 35.1, 35.2, 35.4</p>

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	<b>TECH:</b> Biology.com, Chapters 1, 2, 4, 7, 8, 9, 12, 13, 14, 15, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35; Classroom Resources CD-ROM, Sections 1.3, 2.3, 4.4, 7.1, 8.3, 9.1, 12.1, 12.3, 13.1, 14.2, 15.1, 17.3, 19.1, 20.1, 21.1, 21.2, 21.3, 21.4, 22.2, 22.3, 22.4, 23.1, 23.2, 23.3, 23.4, 23.5, 24.1, 24.2, 25.1, 25.2, 26.2, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.2, 28.3, 28.4, 30.1, 30.2, 30.3, 30.4, 31.1, 31.2, 31.3, 31.4, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 34.3, 34.4, 35.1, 35.2, 35.4; Examview Assessment Suite CD-ROM, Sections 1.3, 2.3, 4.4, 7.1, 8.3, 9.1, 12.1, 12.3, 13.1, 14.2, 15.1, 17.3, 19.1, 20.1, 21.1, 21.2, 21.3, 21.4, 22.2, 22.3, 22.4, 23.1, 23.2, 23.3, 23.4, 23.5, 24.1, 24.2, 25.1, 25.2, 26.2, 26.3, 27.1, 27.2, 27.3, 27.4, 28.1, 28.2, 28.3, 28.4, 30.1, 30.2, 30.3, 30.4, 31.1, 31.2, 31.3, 31.4, 32.1, 32.2, 32.3, 33.1, 33.2, 33.3, 34.1, 34.2, 34.3, 34.4, 35.1, 35.2, 35.4
H.1P.1 Explain how atomic structure is related to the properties of elements and their position in the Periodic Table. Explain how the composition of the nucleus is related to isotopes and radioactivity.	<b>SE/TE:</b> 34-35, 38, 45, 55-56, 540-541, 565-566, 569 <b>TE Only:</b> 35
	<b>TR:</b> Study Workbook A, Sections 2.1, 2.3, 19.1; Study Workbook B, Sections 2.1, 2.3, 19.1; Assessments Resource Book, Sections 2.1, 2.3, 19.1
	<b>TECH:</b> Biology.com, Chapters 2, 19; Classroom Resources CD-ROM, Sections 2.1, 2.3, 19.1; Examview Assessment Suite CD-ROM, Sections 2.1, 2.3, 19.1
H.1P.2 Describe how different types and strengths of bonds affect the physical and chemical properties of compounds.	<b>SE/TE:</b> 36-38, 41, 45, 58, 344, 348 <b>TE Only:</b> 37, 41
	<b>TR:</b> Study Workbook A, Sections 2.1, 2.2, 2.3, 12.2; Study Workbook B, Sections 2.1, 2.2, 2.3, 12.2; Assessments Resource Book, Sections 2.1, 2.2, 2.3, 12.2
	<b>TECH:</b> Biology.com, Chapters 2, 12; Classroom Resources CD-ROM, Sections 2.1, 2.2, 2.3, 12.2; Examview Assessment Suite CD-ROM, Sections 2.1, 2.2, 2.3, 12.2
H.1L.1 Compare and contrast the four types of organic macromolecules. Explain how they compose the cellular structures of organisms and are involved in critical cellular processes.	<b>SE/TE:</b> 46-49, 55-59, 250, 344 <b>TE Only:</b> 47-49, 250
	<b>TR:</b> Study Workbook A, Sections 2.3, 9.1, 12.2; Study Workbook B, Sections 2.3, 9.1, 12.2; Assessments Resource Book, Sections 2.3, 9.1, 12.2

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	<b>TECH:</b> Biology.com, Chapters 2, 9 and 12; Classroom Resources CD-ROM, Sections 2.3, 9.1, 12.2; Examview Assessment Suite CD-ROM, Sections 2.3, 9.1, 12.2
H.1L.2 Describe the chemical structure of DNA and its relationship to chromosomes. Explain the role of DNA in protein synthesis.	<b>SE/TE:</b> 279-280, 299-300, 347-348, 355-356, 359, 363, 366-371, 384-386, 388 <b>TE Only:</b> 280, 347, 368-369
	<b>TR:</b> Lab Manual A, "Decoding Protein Synthesis"; Lab Manual B, "Decoding Protein Synthesis"; Study Workbook A, Sections 10.2, 12.2, 13.1, 13.2; Study Workbook B, Sections 10.2, 12.2, 13.1, 13.2; Assessments Resource Book, Sections 10.2, 12.2, 13.1, 13.2
	<b>TECH:</b> Biology.com, Chapter 13; Classroom Resources CD-ROM, Sections 10.2, 12.2, 13.1, 13.2; Examview Assessment Suite CD-ROM, Sections 10.2, 12.2, 13.1, 13.2
H.1L.3 Explain and apply laws of heredity and their relationship to the structure and function of DNA.	<b>SE/TE:</b> 308-312, 313-318, 331-332, 335, 342-343, 358 <b>TE Only:</b> 310, 312, 314-316, 318, 342
	<b>TR:</b> Study Workbook A, Sections 11.1, 12.1; Study Workbook B, Sections 11.1, 12.1; Assessments Resource Book, Sections 11.1, 12.1
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 11.1, 12.1; Examview Assessment Suite CD-ROM, Sections 11.1, 12.1
H.1L.4 Explain how cellular processes and cellular differentiation are regulated both internally and externally in response to the environments in which they exist.	<b>SE/TE:</b> 214-217, 321, 383 <b>TE Only:</b> 215, 383
	<b>TR:</b> Study Workbook A, Sections 7.4, 11.3; Study Workbook B, Sections 7.4, 11.3; Assessments Resource Book, Sections 7.4, 11.3
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 7.4, 11.3; Examview Assessment Suite CD-ROM, Sections 7.4, 11.3
H.1E.1 Classify the bodies in our solar system based on properties and composition. Describe attributes of our galaxy and evidence for multiple galaxies in the universe.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 553-555
H.1E.2 Describe the structure and composition of Earth's atmosphere, geosphere, and hydrosphere.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 120-121, 163-165, 544-545
H.2 Interaction and Change: The components in a system can interact in dynamic ways that may result in change. In systems, changes occur with a flow of energy and/or transfer of matter.	<b>SE/TE:</b> 73-78, 79-86, 89-93 <b>TE Only:</b> 73, 75-76, 78, 80-81, 83-86

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	<b>TR:</b> Study Workbook A, Section 3.3; Study Workbook B, Section 3.3; Assessments Resource Book, Section 3.3
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Section 3.3; Examview Assessment Suite CD-ROM, Section 3.3
H.2P.1 Explain how chemical reactions result from the making and breaking of bonds in a process that absorbs or releases energy. Explain how the rate of a chemical reaction is affected by temperature, pressure, and concentration.	<b>SE/TE:</b> 36-38, 50-51, 53, 55, 57 <b>TE Only:</b> 51
	<b>TR:</b> Study Workbook A, Sections 2.1, 2.4; Study Workbook B, Sections 2.1, 2.4; Assessments Resource Book, Sections 2.1, 2.4
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 2.1, 2.4; Examview Assessment Suite CD-ROM, Sections 2.1, 2.4
H.2P.2 Explain how physical and chemical changes demonstrate the law of conservation of mass.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 79-86 <b>TE Only:</b> 82
H.2P.3 Describe the interactions of energy and matter including the law of conservation of energy.	<b>SE/TE:</b> 20, 51, 73-78, 96-98, 122 <b>TE Only:</b> 73, 77-78, 82
	<b>TR:</b> Lab Manual A, "Heat Absorption Across Biomes"; Lab Manual B, "Heat Absorption Across Biomes"; Study Workbook A, Sections 2.4, 3.3, 4.1; Study Workbook B, Sections 2.4, 3.3, 4.1; Assessments Resource Book, Sections 2.4, 3.3, 4.1
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 2.4, 3.3, 4.1; Examview Assessment Suite CD-ROM, Sections 2.4, 3.3, 4.1
H.2P.4 Apply the laws of motion and gravitation to describe the interaction of forces acting on an object and the resultant motion.	<i>Opportunities to address this standard can be found on the following page:</i> <b>SE/TE:</b> 712
H.2L.1 Explain how energy and chemical elements pass through systems. Describe how chemical elements are combined and recombined in different ways as they cycle through the various levels of organization in biological systems.	<b>SE/TE:</b> 70, 73-78, 79-86, 89-93 <b>TE Only:</b> 73, 75, 77, 80-81, 83-86
	<b>TR:</b> Study Workbook A, Sections 3.2, 3.3, 3.4; Study Workbook B, Sections 3.2, 3.3, 3.4; Assessments Resource Book, Sections 3.2, 3.3, 3.4
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 3.2, 3.3, 3.4; Examview Assessment Suite CD-ROM, Sections 3.2, 3.3, 3.4

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H.2L.2 Explain how ecosystems change in response to disturbances and interactions. Analyze the relationships among biotic and abiotic factors in ecosystems.	<b>SE/TE:</b> 66-68, 89-90, 93, 100, 106-109, 112-116, 123-127 <b>TE Only:</b> 66-67, 107-109, 112-114
	<b>TR:</b> Study Workbook A, Sections 3.1, 4.2, 4.3, 4.4; Study Workbook B, Sections 3.1, 4.2, 4.3, 4.4; Assessments Resource Book, Sections 3.1, 4.2, 4.3, 4.4
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 3.1, 4.2, 4.3, 4.4; Examview Assessment Suite CD-ROM, Sections 3.1, 4.2, 4.3, 4.4
H.2L.3 Describe how asexual and sexual reproduction affect genetic diversity.	<b>SE/TE:</b> 278, 300, 819-820, 826, 833 <b>TE Only:</b> 820
	<b>TR:</b> Study Workbook A, Sections 10.1, 28.3; Study Workbook B, Sections 10.1, 28.3; Assessments Resource Book, Sections 10.1, 28.3
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 10.1, 28.3; Examview Assessment Suite CD-ROM, Sections 10.1, 28.3
H.2L.4 Explain how biological evolution is the consequence of the interactions of genetic variation, reproduction and inheritance, natural selection, and time.	<b>SE/TE:</b> 450-453, 460-464, 475-479, 482-486, 487-492, 498-501, 503-507 <b>TE Only:</b> 464, 486, 490, 500
	<b>TR:</b> Study Workbook A, Sections 16.1, 16.3, 17.1, 17.2, 17.4; Study Workbook B, Sections 16.1, 16.3, 17.1, 17.2, 17.4; Assessments Resource Book, Sections 16.1, 16.3, 17.1, 17.2, 17.4
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 16.1, 16.3, 17.1, 17.2, 17.4; Examview Assessment Suite CD-ROM, Sections 16.1, 16.3, 17.1, 17.2, 17.4
H.2L.5 Explain how multiple lines of scientific evidence support biological evolution.	<b>SE/TE:</b> 465-473, 474, 475, 477-479 <b>TE Only:</b> 466, 470
	<b>TR:</b> Lab Manual A, "Amino Acid Sequences as Indicators of Evolution"; Lab Manual B, "Amino Acid Sequences as Indicators of Evolution"; Study Workbook A, Section 16.4; Study Workbook B, Section 16.4; Assessments Resource Book, Section 16.4
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Section 16.4; Examview Assessment Suite CD-ROM, Section 16.4
H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time.	<b>SE/TE:</b> 73-78, 79-86, 89-93 <b>TE Only:</b> 75-76, 78, 80-81, 83-86

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	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 3.3, 3.4; Examview Assessment Suite CD-ROM, Sections 3.3, 3.4
H.2E.2 Explain how Earth’s atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth.	<b>SE/TE:</b> 454-455, 467, 544-545, 553-555 <b>TE Only:</b> 455, 467, 544, 555
	<b>TR:</b> Study Workbook A, Sections 16.2, 16.4, 19.1, 19.3; Study Workbook B, Sections 16.2, 16.4, 19.1, 19.3; Assessments Resource Book, Sections 16.2, 16.4, 19.1, 19.3
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 16.2, 16.4, 19.1, 19.3; Examview Assessment Suite CD-ROM, Sections 16.2, 16.4, 19.1, 19.3
H.2E.3 Describe how the universe, galaxies, stars, and planets evolve over time.	<b>SE/TE:</b> 544-545, 553-556, 558, 565-566 <b>TE Only:</b> 544, 555
	<b>TR:</b> Study Workbook A, Sections 19.1, 19.3; Study Workbook B, Sections 19.1, 19.3; Assessments Resource Book, Sections 19.1, 19.3
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 19.1, 19.3; Examview Assessment Suite CD-ROM, Sections 19.1, 19.3
H.2E.4 Evaluate the impact of human activities on environmental quality and the sustainability of Earth systems. Describe how environmental factors influence resource management.	<b>SE/TE:</b> 154-157, 158-165, 168-172, 173-179, 180, 181-186 <b>TE Only:</b> 157, 159, 161-162, 169-170, 178
	<b>TR:</b> Lab Manual A, “Acid Rain’s Effect on Plants”; Lab Manual B, “Acid Rain’s Effect on Plants”; Study Workbook A, Sections 6.1, 6.2; Study Workbook B, Sections 6.1, 6.2; Assessments Resource Book, Sections 6.1, 6.2
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 6.1, 6.2; Examview Assessment Suite CD-ROM, Sections 6.1, 6.2
H.3 Scientific Inquiry: Scientific inquiry is the investigation of the natural world by a systematic process that includes proposing a testable question or hypothesis and developing procedures for questioning, collecting, analyzing, and interpreting multiple forms of accurate and relevant data to produce justifiable evidence-based explanations and new explorations.	<b>SE/TE:</b> 6-9, 26-28, 30-31, 54, 88, 122, 146, 180, 218, 242, 266, 298, 330, 354, 384, 410, 440, 474, 502, 530, 564, 594, 626, 656, 688, 720, 744, 774, 800, 832, 852, 888, 914, 940, 970, 1002, 1028 <b>TE Only:</b> 6-8

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	<b>TR:</b> Lab Manual A; Lab Manual B; Study Workbook A, Section 1.1; Study Workbook B, Section 1.1; Assessments Resource Book, Section 1.1
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Section 1.1; Examview Assessment Suite CD-ROM, Section 1.1
H.3S.1 Based on observations and science principles formulate a question or hypothesis that can be investigated through the collection and analysis of relevant information.	<b>SE/TE:</b> 7, 9, 54, 58, 88, 90, 92, 122, 126, 149, 180, 182, 218, 222, 240, 242, 244-245, 266, 269-270, 298, 300, 311, 354, 358, 381, 400, 410, 457, 477, 505-506, 533, 597, 612, 620, 624, 626, 629-630, 638, 660, 688, 690, 706, 720, 723-724, 732, 747, 774, 778, 802, 810, 832, 836, 850, 852, 854-856, 914, 940, 944, 970, 1004
	<b>TR:</b> Lab Manual A; Lab Manual B; Study Workbook A, Section 1.1; Study Workbook B, Section 1.1; Assessments Resource Book, Section 1.1
	<b>TECH:</b> Classroom Resources CD-ROM, Section 1.1; Examview Assessment Suite CD-ROM, Section 1.1
H.3S.2 Design and conduct a controlled experiment, field study, or other investigation to make systematic observations about the natural world, including the collection of sufficient and appropriate data.	<b>SE/TE:</b> 54, 57, 90, 122, 146, 180, 182, 221, 244, 298, 321, 332, 354, 412, 626, 688, 691, 714, 720, 722, 832, 852, 917, 970, 972
	<b>TR:</b> Lab Manual A; Lab Manual B
	<b>TECH:</b> Virtual Biolab
H.3S.3 Analyze data and identify uncertainties. Draw a valid conclusion, explain how it is supported by the evidence, and communicate the findings of a scientific investigation.	<b>SE/TE:</b> 20, 30, 48, 58, 77, 102, 115, 135, 164, 172, 216, 240, 251, 288, 294, 320, 327, 345, 381, 400, 429, 470, 500, 524, 548, 556, 591, 624, 644, 678, 706, 710, 740, 763, 784, 828, 850, 883, 910, 938, 956, 1017, 1025
	<b>TR:</b> Lab Manual A; Lab Manual B
	<b>TECH:</b> Virtual Biolabs; Biology.com, Data Analysis
H.3S.4 Identify examples from the history of science that illustrate modification of scientific knowledge in light of challenges to prevailing explanations.	<b>SE/TE:</b> 229, 349, 450-459, 475-479, 719, 773, 1023 <b>TE Only:</b> 229, 349, 456, 459
	<b>TR:</b> Study Workbook A, Sections 16.1, 16.2; Study Workbook B, Sections 16.1, 16.2; Assessments Resource Book, Sections 16.1, 16.2
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Sections 16.1, 16.2; Examview Assessment Suite CD-ROM, Sections 16.1, 16.2
H.3S.5 Explain how technological problems and advances create a demand for new scientific knowledge and how new knowledge enables the creation of new technologies.	<b>SE/TE:</b> 11, 22-23, 39, 87, 195, 291, 435, 529, 617, 799, 905, 962 <b>TE Only:</b> 87, 291, 799, 962



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	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Section 1.2; Examview Assessment Suite CD-ROM, Section 1.2
H.4 Engineering Design: Engineering design is a process of formulating problem statements, identifying criteria and constraints, proposing and testing possible solutions, incorporating modifications based on test data, and communicating the recommendations.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 54, 122, 180, 298, 384, 626, 688, 852, 970
H.4D.1 Define a problem and specify criteria for a solution within specific constraints or limits based on science principles. Generate several possible solutions to a problem and use the concept of trade-offs to compare them in terms of criteria and constraints.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 54, 122, 180, 298, 384, 502, 626, 688, 744, 852, 970
H.4D.2 Create and test or otherwise analyze at least one of the more promising solutions. Collect and process relevant data. Incorporate modifications based on data from testing or other analysis.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 54, 122, 180, 298, 384, 626, 688, 852, 970
H.4D.3 Analyze data, identify uncertainties, and display data so that the implications for the solution being tested are clear.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 54, 122, 180, 298, 384, 626, 688, 852, 970
H.4D.4 Recommend a proposed solution, identify its strengths and weaknesses, and describe how it is better than alternative designs. Identify further engineering that might be done to refine the recommendations.	<i>Opportunities to address this standard can be found on the following pages:</i> <b>SE/TE:</b> 54, 122, 180, 298, 384, 626, 688, 852, 970
H.4D.5 Describe how new technologies enable new lines of scientific inquiry and are largely responsible for changes in how people live and work.	<b>SE/TE:</b> 11, 22-23, 39, 87, 195, 291, 435, 529, 617, 799, 905, 962 <b>TE Only:</b> 87, 291, 799, 962
	<b>TR:</b> Study Workbook A, Section 1.2; Study Workbook B, Section 1.2; Assessments Resource Book, Section 1.2
	<b>TECH:</b> Biology.com; Classroom Resources CD-ROM, Section 1.2; Examview Assessment Suite CD-ROM, Section 1.2
H.4D.6 Evaluate ways that ethics, public opinion, and government policy influence the work of engineers and scientists, and how the results of their work impact human society and the environment.	<b>SE/TE:</b> 14-16, 136, 261, 402, 493, 593, 831, 846, 874, 934 <b>TE Only:</b> 14-16, 136, 261, 291, 402, 493, 831, 846, 874, 934
	<b>TR:</b> Study Workbook A, Section 1.2; Study Workbook B, Section 1.2; Assessments Resource Book, Section 1.2

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