

**Content/Academic Language**

<b>FLDOE</b>	gymnosperm invertebrate organ	membrane pollen prokaryote	vertebrate virus			
<b>Other</b>	collagen cone cotyledon cuticle deuterostome	dicot endospore flagellum flower fruit	gametophyte gullet lichen lignin monocot	mycelium mycorrhizae nonvascular plasmid protostome	protozoa pseudopod radial symmetry seed spirillum	spore vascular

Next Generation Sunshine State Standards	Complexity Level	Student Target
<b>Topic 1: Diversity of Life</b>		
SC.912.L.15.6 Discuss distinguishing characteristics of the domains and kingdoms of living organisms (parent benchmark on Biology 1 EOC assessment).	Moderate	<ul style="list-style-type: none"> <li>● explain and give examples of the distinguishing characteristics of each domain, including Archaea, Bacteria, and Eukarya</li> <li>● explain and give examples of the distinguishing characteristics of each kingdom, including Protista, Fungi, Plantae, and Animalia</li> <li>● explore and compare organ system anatomy and functions of representative organisms from each of the nine major animal phyla and the five major plant phyla</li> <li>● explain how gymnosperms and angiosperms have adapted to their environment</li> <li>● understand how the alternation of generations in the plant life cycle allows for the adaptation of the species to change</li> <li>● differentiate among vascular and nonvascular plants</li> <li>● understand the diverse adaptations of organisms that allow them to live in their unique environments</li> </ul>
SC.912.N.1.1 Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, & earth/space science, & do the following: pose questions about the natural world, conduct systematic observations, examine books & other sources of information to see what is already known, review what is known in light of empirical evidence, plan investigations, use tools to gather, analyze, & interpret data, pose answers, explanations, or descriptions of events, generate explanations that explicate or describe natural phenomena (inferences), use appropriate	High	<ul style="list-style-type: none"> <li>● identify test variables, outcome variables, and controlled variables</li> <li>● design and/or evaluate a scientific investigation using evidence of scientific thinking and/or problem solving</li> <li>● collect, organize, and analyze data</li> <li>● predict outcomes based on prior knowledge, observations, and/or research</li> <li>● justify conclusions</li> </ul>