# Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Cell Biology**

Content Standard: **Explain the importance of order in a system.**
**Describe the effects of error in measurement.**
**Know that science uses both direct and indirect observation means to study the world and the universe.**
**Conduct a multiple step experiment.**

State Curriculum Standard:
**3.1.7A Explain the parts of a simple system and their relationship to each other.**
**3.1.10B Describe concepts of models as a way to predict and understand science and technology.**
**3.1.10E Describe patterns of change in nature, physical and man made systems.**
**3.2.10A Apply knowledge and understanding about the nature of scientific and technological knowledge.**
**3.2.10B Apply process knowledge and organize scientific and technological phenomena in varied ways.**
**3.2.10C Apply the elements of scientific inquiry to solve problems.**
**3.3.10D Explain the mechanisms of the theory of evolution.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| A. Themes of Biology.<br><br>B. Biology in Your World.<br><br>C. The Scientific Processes. | • Read sections 1.1 – 1.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Cell Biology**

Content Standard: **Describe how fundamental science and technology concepts are used to solve practical problems.**
**Describe materials using precise quantitative and qualitative skills based on observations.**
**Evaluate the solution, test, redesign and improve as necessary.**
**Evaluate energy changes in chemical reactions.**

State Curriculum Standard:
**3.1.10E Describe patterns of change in nature, physical and man made systems.**
**3.2.10B Apply process knowledge and organize scientific and technological phenomena in varied ways.**
**3.2.10C Apply the elements of scientific inquiry to solve problems.**
**3.2.10D Identify and apply the technological design process to solve problems.**
**3.3.10B Describe and explain the chemical and structural basis of living organisms.**
**3.4.10A Analyze energy sources and transfers of heat.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| D. Nature of Matter.<br><br>E. Water and Solutions.<br><br>F. Chemistry of Cells.<br><br>G. Energy and Chemical Reactions. | • Read sections 2.1 – 2.4<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Cell Biology**

Content Standard: **Describe a system as a group of related parts that work together to achieve a desired result.**
**Convert one scale to another.**
**Evaluate the appropriateness of questions.**
**Explain the relationship between structure and function at the molecular and cellular levels.**
**Describe and use appropriate instruments to gather and analyze data.**

State Curriculum Standard:
**3.1.7A Explain the parts of a simple system and their relationship to each other.**
**3.1.10D Apply scale as a way of relating concepts and ideas to one another by some measure.**
**3.1.10E Describe patterns of change in nature, physical and man made systems.**
**3.2.10C Apply the elements of scientific inquiry to solve problems**
**3.3.10A Explain the structural and functional similarities and differences found among living things.**
**3.3.10B Describe and explain the chemical and structural basis of living organisms.**
**3.7.10A Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.**
**3.7.10B Apply appropriate instruments and apparatus to examine a variety of objects and processes.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| H. Looking at Cells.<br><br>I. Cell Features.<br><br>J. Cell Organelles. | • Read sections 3.1 – 3.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Cell Biology**

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**3.7.10A Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.**
**3.7.10B Apply appropriate instruments and apparatus to examine a variety of objects and processes.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| K. Passive Transport.<br><br>L. Active Transport. | • Read sections 4.1 – 4.2<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Cell Biology**

Content Standard: **Distinguish between system inputs, system processes and system outputs.**
**Conduct a multiple step experiment.**
**Identify the specialized structures and regions of the cell and the functions of each.**

State Curriculum Standard: **3.1.7A Explain the parts of a simple system and their relationship to each other.**
**3.2.10C Apply the elements of scientific inquiry to solve problems.**
**3.3.10B Describe and explain the chemical and structural basis of living organisms.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| M. Energy and Living Things.<br><br>N. Photosynthesis.<br><br>O. Cellular Respiration. | • Read sections 5.1 – 5.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Cell Biology**

Content Standard: **Examine the advantages of using models to demonstrate processes and outcomes.**
**Compare and contrast the function of mitosis.**

State Curriculum Standard: **3.1.7A Explain the parts of a simple system and their relationship to each other.**
**3.1.10B Describe concepts of models as a way to predict and understand science and technology.**
**3.3.10C Describe how genetic information is inherited and expressed.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| P. Chromosomes.<br><br>Q. The Cell Cycle.<br><br>R. Mitosis and Cytokinesis. | • Read sections 6.1 – 6.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Ecology**

Content Standard: **Explain the water cycle.**
**Identify the major biomes and explain their similarities and differences.**
**Explain the consequences of interrupting natural cycles.**

State Curriculum Standard:
**4.1.7A Explain the role of the water cycle within a watershed.**
**4.6.4B Understand the concept of cycles.**
**4.6.10A Explain the biotic and abiotic components of an ecosystem and their interaction.**
**4.6.10B Explain how cycles affect the balance in an ecosystem.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| A. What Is an Ecosystem?<br><br>B. Energy Flow in Ecosystems.<br><br>C. Cycling of Materials in Ecosystems. | • Read sections 16.1 – 16.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Ecology**

Content Standard: **Explain the water cycle.**
**Identify the major biomes and explain their similarities and differences.**
**Explain the consequences of interrupting natural cycles.**

State Curriculum Standard:
**4.1.7.A Explain the role of the water cycle within a watershed.**
**4.6.4B Understand the concept of cycles.**
**4.6.10A Explain the biotic and abiotic components of an ecosystem and their interaction.**
**4.6.10B Explain how cycles affect the balance in an ecosystem.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| D. How Organisms Interact in Communities.<br><br>E. How Competition Shapes Communities.<br><br>F. Major Biological Communities. | • Read sections 17.1 – 17.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Evolution**

Content Standard: **Describe a system as a group of related parts that work together to achieve a desired result.**
**Convert one scale to another. Evaluate the appropriateness of questions.**
**Explain the relationship between structure and function at the molecular and cellular levels.**
**Describe and use appropriate instruments to gather and analyze data.**

State Curriculum Standard:
**3.1.7A Explain the parts of a simple system and their relationship to each other.**
**3.1.10D Apply scale as a way of relating concepts and ideas to one another by some measure.**
**3.1.10E Describe patterns of change in nature, physical and man made systems.**
**3.2.10C Apply the elements of scientific inquiry to solve problems**
**3.3.10A Explain the structural and functional similarities and differences found among living things.**
**3.3.10B Describe and explain the chemical and structural basis of living organisms.**
**3.7.10A Identify and safely use a variety of tools, basic machines, materials and techniques to solve problems and answer questions.**
**3.7.10B Apply appropriate instruments and apparatus to examine a variety of objects and processes.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| A. Categories of Biological Classification.<br><br>B. How Biologists Classify Organisms. | • Read sections 14.1 – 14.2<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Evolution**

Content Standard: **Distinguish between different types of models and modeling techniques and apply their appropriate use in specific applications.**
**Explain the relationship among DNA, genes and chromosomes.**
**Explain the role of mutations and gene recombination in changing a population of organisms.**

State Curriculum Standard:
**3.1.10B Describe concepts of models as a way to predict and understand science and technology.**
**3.2.10A Apply knowledge and understanding about the nature of scientific and technological knowledge.**
**3.2.10C Apply the elements of scientific inquiry to solve problems.**
**3.3.10B Describe and explain the chemical and structural basis of living organisms.**
**3.3.10C Describe how genetic information is inherited and expressed.**
**3.3.10D Explain the mechanisms of the theory of evolution.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| C. The Theory of Evolution by Natural Selection.<br><br>D. Evidence of Evolution.<br><br>E. Examples of Evolution. | • Read sections 13.1 – 13.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Exploring Plants**

Content Standard: **Explain the relationship between structure and function at the molecular and cellular levels.**

State Curriculum Standard: **3.3.10A Explain the structural and functional similarities and differences found among living things.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| A. The Vascular Plant Body.<br><br>B. Transport in Plants. | • Read sections 25.1 – 25.2<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Exploring Plants**

Content Standard: **Explain the relationship between structure and function at the molecular and cellular levels.**

State Curriculum Standard: **3.3.10A Explain the structural and functional similarities and differences found among living things.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| C. Sexual Reproduction in Seed Plants. | • Read sections 24.2<br>• Use applicable resource file worksheets<br>• Use applicable active readings<br>• Complete Quick Lab activities and lab activities<br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br>• Discussion<br>• Formal lab reports to assess lab techniques and content knowledge<br>• PSSA Science Skill activities<br>• Enrichment activities<br>• Vocabulary review and concept mapping<br>• Quizzes<br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Genetics**

Content Standard: **Examine the advantages of using models to demonstrate processes and outcomes.**
**Compare and contrast the function of mitosis.**

State Curriculum Standard: **3.1.7A Explain the parts of a simple system and their relationship to each other.**
**3.1.10B Describe concepts of models as a way to predict and understand science and technology.**
**3.3.10C Describe how genetic information is inherited and expressed.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| A. Meiosis.<br><br>B. Sexual Reproduction. | • Read sections 7.1 – 7.2<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Genetics**

Content Standard: **Examine the advantages of using models to demonstrate processes and outcomes.**
**Explain different types of inheritance.**
State Curriculum Standard: **3.1.10B Describe concepts of models as a way to predict and understand science and technology.**
**3.3.10C Describe how genetic information is inherited and expressed.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| C. The Origins of Genetics.<br><br>D. Mendel's Theory.<br><br>E. Studying Heredity.<br><br>F. Complex Patterns of Heredity. | • Read sections 8.1 – 8.4<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Genetics**

Content Standard: **Distinguish between different types of models and modeling techniques and apply their appropriate use in specific applications.**
**Explain the relationship among DNA, genes and chromosomes.**
**Explain the role of mutations and gene recombination in changing a population of organisms.**

State Curriculum Standard: **3.1.10B Describe concepts of models as a way to predict and understand science and technology.**
**3.2.10A Apply knowledge and understanding about the nature of scientific and technological knowledge.**
**3.2.10C Apply the elements of scientific inquiry to solve problems.**
**3.3.10B Describe and explain the chemical and structural basis of living organisms.**
**3.3.10C Describe how genetic information is inherited and expressed.**
**3.3.10D Explain the mechanisms of the theory of evolution.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| G. Identifying the Genetic Material.<br><br>H. The Structure of DNA.<br><br>I. The Replication of DNA. | • Read sections 9.1 – 9.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

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**3.3.10C Describe how genetic information is inherited and expressed.**
**3.3.10D Explain the mechanisms of the theory of evolution.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| J. From Genes to Proteins.<br><br>K. Gene Regulation and Structure. | • Read sections 10.1 – 10.2<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |

## Science Planned Course: Applied Biology I – Grade 10

Unit: **Principles of Genetics**

Content Standard: **Apply models to predict specific results and observations.**
**Organize experimental information using a variety of analytic methods.**
**Describe the role of DNA in protein synthesis as it relates to gene expression.**
**Describe and evaluate social change as a result of technological developments.**

State Curriculum Standard
**3.1.10A Explain the structural and functional similarities and differences found among living things.**
**3.1.7B Describe the use of models as an application of scientific or technological concepts.**
**3.2.10C Apply the elements of scientific inquiry to solve problems.**
**3.3.10C Describe how genetic information is inherited and expressed.**
**3.8.10A Analyze the relationship between societal demands and scientific and technological enterprises.**

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| L. Genetic Engineering.<br><br>M. Human Applications of Genetic Engineering.<br><br>N. Genetic Engineering in Agriculture. | • Read sections 11.1 – 11.3<br><br>• Use applicable resource file worksheets<br><br>• Use applicable active readings<br><br>• Complete Quick Lab activities and lab activities<br><br>• View and summarize content related videos | • Biology, (Holt, Rinehart, Winston, 2006)<br><br>• Biology – Chapter Resource File, (Holt, Rinehart, Winston, 2006)<br><br>• Encyclopedia, Internet, and periodicals | • Note packet and review worksheets<br><br>• Discussion<br><br>• Formal lab reports to assess lab techniques and content knowledge<br><br>• PSSA Science Skill activities<br><br>• Enrichment activities<br><br>• Vocabulary review and concept mapping<br><br>• Quizzes<br><br>• Chapter test |