Science Planned Course: Honors Biology II Grades 11-12

Unit: **How Populations Evolve**

Content Standard: **Understand that science is limited to the study of the concrete aspects of the world and the universe.**
Understand the evolution of populations.

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 D Analyze the theory of evolution.

Course Content	Student Performance	Resources	Assessments
A. Evidence of Evolution. • Changing species idea history • Fossil record • Reinforcements of fossil record B. Darwin's Theory and Modern Synthesis. • Natural selection as the mechanism of evolution • Population genetics • Causes of microevolution C. Variation and Natural Selection. • Polymorphism • Generation of variation • Natural and sexual selection effects on variation • Evolutionary fitness	• Read Chapter 13 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 256 to 279 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 143 to 154 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 120 to 131 • Lab activities: Laboratory Investigations for Biology. (Benjamin Cummings, 2nd ed. 2003). • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **The Origin of Species and the Tracing of Evolutionary History**

Content Standard: **Demonstrate understanding of the history of life as a record of ancient earth inhabited by constantly changing populations.**
Explain how living things are organized for study.
Describe Binomial Nomenclature.
Understand that systems of classification are not constant.

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.
3.3.12 D Analyze the theory of evolution.

Course Content	Student Performance	Resources	Assessments
A. Concepts of Species. • Biological concept • Reproductive barriers B. Speciation. • Geographic isolation • Tempo C. Earth History and Macroevolution. • Geologic time scale • Continental Drift • Mass extinction • "Evo-devo" • Phylogenic trees D. Systematics and Phylogenetics. • Taxonomy • Homology/Analogy/ Convergent evolution • Molecular biology comparisons • Cladistic analysis E. The Domains of Life. • Ever-changing	• Read Chapter 14 and 15 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 280 to 314 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 155 to 173 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 132 to 146 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **The Origin and Evolution of Microbial Life: Prokaryotes and Protists**

Content Standard: **Utilize known theories of the origin of life to examine how life came about.**
Identify and characterize microorganisms and identify their relationship with humans.

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.

Course Content	Student Performance	Resources	Assessments
A. Early Earth and the Origin of Life. • Early atmosphere • Spontaneous generation • Biogenesis/Pasteur experiment • Miller-Urey experiment/Oparin's Hypothesis • RNA as first genetic material and cooperative B. Prokaryotes. • Archaea vs. Bacteria • Prokaryote diversity within characteristics • Disease-causing bacteria C. Protists. • Endosymbiotic origin • Protist diversity • Protozoa • Algae • Fungus-like • Role in multi-cellular evolution	• Read Chapter 16 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • View prepared slides	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 316 to 343 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 174 to 184 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 147 to 160 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **Plants, Fungi, and the Colonization of Land**

Content Standard: **Describe the evolutionary patterns of vascular and non-vascular plants through examining their similarities and differences. Identify and characterize Fungi and demonstrate their relationship with humans.**

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.

Course Content	Student Performance	Resources	Assessments
A. Introduction to Plants. • Classification • Terrestrial adaptations B. Plant Evolution and Diversity. • Algal ancestors • Plant phylogeny • Alternation of Generations C. Bryophytes. • Adaptations • Moss life cycle D. Seedless plants. • Adaptations • Fern/pine tree life cycles E. Angiosperms. • Adaptations • Monocot vs. Dicot • Life cycle example • Evolution	• Read Chapter 17 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • View prepared slides	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 344 to 365 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 185 to 195 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 161 to 172 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **Plants, Fungi, and the Colonization of Land**

Content Standard: **Describe the evolutionary patterns of vascular and non-vascular plants through examining their similarities and differences. Identify and characterize Fungi and demonstrate their relationship with humans.**

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.

Course Content	Student Performance	Resources	Assessments
F. Fungi • Characteristics • Mushroom life cycle • Mutualism with lichens and algae • Fungi as parasites	• Read Chapter 17 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • View prepared slides	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 344 to 365 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 185 to 195 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 161 to 172 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **The Evolution of Animal Diversity**

Content Standard: **Identify and characterize animals and demonstrate their relationship with humans.**
Understand the evolutionary relationships between the different phyla of the Animal Kingdom.

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.
3.3.12 B Analyze the chemical and structural basis of living organisms.

Course Content	Student Performance	Resources	Assessments
A. Animal Evolution and Diversity. • Basic animal life cycle • Invertebrate evolution B. Invertebrates. • *Porifera* characteristics • *Cnidaria* characteristics • *Platyhelminthes* characteristics/life cycle • Pseudo vs. true coelom • *Nematoda* characteristics • *Mollusca* diversity/structure • *Annelida* characteristics/structure • Segmentation adaptation • *Arthropoda* diversity/structure • *Insecta* order diversity • *Echinodermata* characteristics/structure • *Chordata* diversity/adaptations • Lancelet structure	• Read Chapter 18 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • View prepared slides • View jarred specimens • Dissect selected invertebrates • Dissect selected vertebrates	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 365 to 397 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 196 to 209 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 173 to 188 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report/dissection evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **The Evolution of Animal Diversity**

Content Standard: **Identify and characterize animals and demonstrate their relationship with humans.**
Understand the evolutionary relationships between the different phyla of the Animal Kingdom.

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.
3.3.12 B Analyze the chemical and structural basis of living organisms.

Course Content	Student Performance	Resources	Assessments
C. Vertebrates. • *Agnathans* • Hinged jaw evolution • Fish diversity/adaptations • *Amphibia* evolution/adaptations • *Reptilia* evolution/adaptations • Thermoregulation • *Aves* evolution/adaptations • *Mammalia* evolution/diversity/ adaptations • Animal Kingdom phylogeny, traditional vs. molecular • Effects on diversity	• Read Chapter 18 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • View prepared slides • View jarred specimens • Dissect selected invertebrates	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 365 to 397 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 196 to 209 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 173 to 188 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report/dissection evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **Human Evolution**

Content Standard: **Evaluate how new information can change existing theories and practice.**
Demonstrate understanding of the history of life as a record of ancient earth inhabited by constantly changing populations.

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things.
3.3.10 D Explain the mechanisms of the theory of evolution.
3.3.12 A Explain the relationship between structure and function at all levels of organization.
3.3.12 B Analyze the chemical and structural basis of living organisms.
3.3.12 D Analyze the theory of evolution

Course Content	Student Performance	Resources	Assessments
A. Primate Diversity. • Promisian/Anthrpoid diversity/classification • Great Ape classification/evolution • Ape/human similarities and differences B. Hominid Evolution • Timeline • Bipedalism vs. quadrapedalism • First hominids • *Homo* species' evolution/characteristics C. Hypotheses of Hominid Evolution • Multiregional • "Out of Africa" D. Cultural History • Scavenging-hunting-gathering • Agriculture • Industrial Revolution	• Read Chapter 19 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 398 to 409 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 210 to 216 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 189 to 195 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **Behavioral Adaptations to the Environment**

Content Standard: **Illustrate the connections between animal behavior, evolution, and ecology.**

State Curriculum Standard: **3.1.12 C Assess and apply patterns in science and technology.**
3.3.10 A Explain the structural and functional similarities and differences found among living things.
3.3.12 B Analyze the chemical and structural basis of living organisms.
3.3.12 D Analyze the theory of evolution

Course Content	Student Performance	Resources	Assessments
A. Behavior Concepts. • Behavioral biology/ecology • Niko Tinbergen et al Experiment • Genetic/environmental contributions • Innate behavior/Fixed Action Patterns (FAPs) • 5 Types of learning B. Ecological Roles. • Circadian rhythms • Kinesis/taxis/landmarks • Cognitive map/migration • Cost/benefit analysis of feeding behavior • Specific examples C. Sociobiology. • What is sociobiology • Agnostic behavior • Dominance hierarchy • Territorial behavior • Mating behavior • Complex signaling • Altruism/kin selection • Edward O. Wilson • Specific examples	• Read Chapter 37 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 736 to 761 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 391 to 401 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 369 to 380 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **The Control of Gene Expression**

Content Standard: **Develop an understanding of DNA, genes and chromosomes and their relationship to molecular genetics.**

State Curriculum Standard: **3.3.12 B Analyze the chemical and structural basis of living organisms.**
3.3.12 C Explain gene inheritance and expression at the molecular level.

Course Content	Student Performance	Resources	Assessments
A. Prokaryote Gene Regulation. • What is gene expression • The *lac* operon • Other operons B. Cellular Differentiation. • What is cellular differentiation • Cloning/nuclear transplantation • Stem cells C. Eukaryote Gene Regulation. • DNA packaging • X chromosome inactivation • Transcription factors • Alternative RNA splicing • 4 mechanisms of protein regulation • Gene expression "pipeline" D. Embryonic Control • *Drosophila* development • Homeotic gene • Signal-transduction pathway • Homeoboxes	• Read Chapter 11 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 208 to 229 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 121 to 131 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 97 to 107 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **The Control of Gene Expression**

Content Standard: **Develop an understanding of DNA, genes and chromosomes and their relationship to molecular genetics.**

State Curriculum Standard: **3.3.12 B Analyze the chemical and structural basis of living organisms.**
3.3.12 C Explain gene inheritance and expression at the molecular level.

Course Content	Student Performance	Resources	Assessments
E. Genetic Basis of Cancer. • Oncogenes • Tumor-suppressor genes • Gene interference with signal-transduction pathways • Caused by accumulation of mutations • Specific examples	• Read Chapter 11 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 208 to 229 • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 121 to 131 • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 97 to 107 • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observations and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **DNA Technology and the Human Genome**

Content Standard: **Develop an understanding of DNA, genes and chromosomes and their relationship to human genetics and current DNA technology.**

State Curriculum Standard: **3.3.12 B Analyze the chemical and structural basis of living organisms.**
3.3.12 C Explain gene inheritance and expression at the molecular level.
3.8.10 B Analyze how human integrity and technological resources satisfy specific human needs and improve the quality of life.
3.8.11 A Analyze the interactions and constraints of science and technology in society.
3.8.11 C Evaluate the consequences and impacts of scientific and technological solutions.

Course Content	Student Performance	Resources	Assessments
A. Bacteria as Tools for Manipulation. • Transformation • Transduction • Conjugation • Plasmids • Restriction enzymes • Recombinant DNA • Bacterial gene cloning B. Other DNA Technologies. • Complementary DNA (cDNA) • Nucleic acid probes • DNA microarrays • Gel electrophoresis procedure • Restriction fragment analysis procedure • Polymerase Chain Reaction (PCR) procedure	• Read Chapter 12 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • Student-driven bioethics debates	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 230 to 253. • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 132 to 142. • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 108 to 119. • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations/debates • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information

Science Planned Course: Honors Biology II Grades 11-12

Unit: **DNA Technology and the Human Genome**

Content Standard: **Develop an understanding of DNA, genes and chromosomes and their relationship to human genetics and current DNA technology.**

State Curriculum Standard: **3.3.12 B Analyze the chemical and structural basis of living organisms.**
3.3.12 C Explain gene inheritance and expression at the molecular level.
3.8.10 B Analyze how human integrity and technological resources satisfy specific human needs and improve the quality of life.
3.8.11 A Analyze the interactions and constraints of science and technology in society.
3.8.11 C Evaluate the consequences and impacts of scientific and technological solutions.

Course Content	Student Performance	Resources	Assessments
C. Human Genome • Coding/Noncoding DNA • "Jumping genes" • Human Genome Project (HGP) • Three-stage approach by HGP D. Other Applications • Technology in courts • Recombinant cell products • Pharmaceuticals • Agriculture • Gene therapy E. Risks and Ethics • Genetically Modified (GM) organisms • Eugenics • Other bioethics examples	• Read Chapter 12 of text • Read additional articles/excerpts as assigned • Complete study guide sections • Complete assigned laboratory investigations • Participate in small group and class discussions • Demonstrate evaluative and critical thinking skills in both oral and written format • Student-driven bioethics debates	• Text: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 230 to 253. • Study Guide: Biology: Concepts and Connections. (Benjamin Cummings, 4th ed. 2003): pp. 132 to 142. • PowerPoint lectures (DVD)/Instructor's Guide to Media and Text: (Biology: Concepts and Connections. Benjamin Cummings, 4th ed. 2003): pp. 108 to 119. • Teacher-developed handouts and notes • Video tapes/DVDs • Posters and visual aids • Other selected articles/excerpts	• Quizzes/Tests • Projects (In and outside of class) • Presentations/debates • Video/DVD follow-up activities • Study guide • Lab Report evaluations • Homework assignments • Teacher observation and anecdotal information