



Biology I

2019
SECONDARY SCIENCE STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

Science Standards

OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

RATIONALE

Secondary Science Standards for Seventh-day Adventist Schools seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. Science instruction from this curriculum should help students learn to see God's image in His creation and reflect His image while developing proficiency in different sciences. This kind of education imparts more than academic knowledge. It fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed science standards are a practical tool to assist teachers in focusing their instruction so that all students are competent and engaged successfully in understanding, exploring, analyzing, and applying scientific concepts and principles to various life situations. These standards reflect multiple perspectives from diverse spiritual, civic, and social communities. They make interesting and enjoyable connections within the sciences, and between science and other fields of learning. The intent is to focus on the essence of what students should learn and retain.

CREDITS

The following resources were referenced in developing *Secondary Science Standards for Seventh-day Adventist Schools*: a sampling of state standards, the Next Generation Science Standards (NGSS), NAD Curriculum Guide for Science, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with these course abbreviation: A&P—Anatomy and Physiology, BIO1—Biology I, BIO2—Biology II, CHM—Chemistry, ESC—Earth Science, ECO—Ecology/Environmental Science, PSC—Physical Science, PHY—Physics. The first numeral (CHM.3.2) refers to the standard and the second numeral (CHM.3.2) refers to the subcategory under the standard. NGSS references are noted. (LS1-2)

JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in *Journey to Excellence*. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

ANATOMY & PHYSIOLOGY

- | | |
|----------------|----------------|
| 1.A,E | 6.B,D,F |
| 2.F | 7.A |
| 3.C,E | 8.E,G |
| 4.B,E | 9.A |
| 5.A, B,C,D,E,F | 10.A,B,C,D,E,F |

BIOLOGY I

- | | |
|-------------|-------------|
| 1.A,C,E,G,H | 6.A,B,C,D,F |
| 2.F | 7.A |
| 3.A,B,E | 8.E,G |
| 4.A,B,E,D | 9.A,C,D |
| 5.A,B,C,E,F | 10.A,C,E,F |

BIOLOGY II

- | | |
|-------------|-------------|
| 1.A,C,E,G,H | 6.A,B,C,D,F |
| 2.F | 7.A |
| 3.A,B,E | 8.E,G |
| 4.A,B,E,D | 9.A,C,D |
| 5.A,B,C,E,F | 10.A,C,E,F |

CHEMISTRY

- | | |
|-------------|---------------|
| 1.A,B,E,F | 7.A,D |
| 2.F | 8.A,C,D,E,F,G |
| 4.B,C,E | 9.A |
| 5.A,C | 10.A,B,E,F |
| 6.B,C,D,E,F | |

EARTH SCIENCE

- | | |
|-------------|--------------|
| 1.A,E | 7.A,D |
| 2.F | 8.E |
| 4.B,C,D,E | 9.A,D |
| 5.A | 10.A,C,D,E,F |
| 6.B,C,D,E,F | |

ECOLOGY/ENVIRONMENTAL SCIENCE

- | | |
|-------------|--------------|
| 1.A,E | 7.A,D |
| 2.F | 8.C,E |
| 4.A,B,C,D,E | 9.A,D |
| 5.A | 10.A,C,D,E,F |
| 6.B,C,D,E,F | |

PHYSICAL SCIENCE

- | | |
|-----------|-----------|
| 1.A,C,E | 8.C,E,F,G |
| 2.F | 8.E |
| 4.B | 9.A |
| 6.B,C,D,F | 10.A,E,F |
| 7.A | |

Biology I

COURSE FOCUS [Apply the following for each content standard.]

BI01.1 Identify SDA Christian principles and values in correlation with science.

- BI01.1.1 Recognize God's power as Designer, Creator, Sustainer, and Redeemer in the universe.
- BI01.1.2 Acknowledge God as the Author of all scientific principles and laws regardless of man's interpretation.
- BI01.1.3 Develop stewardship and service attitudes toward health, life, and earth's environment.
- BI01.1.4 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
- BI01.1.5 Equip students with Christian perspectives on scientific issues.

COURSE ABILITIES [Apply the following to each content standard.]

BI01.2 Develop abilities in science. HS-ETS1

- BI01.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling).
- BI01.2.2 Understand and utilize the scientific method of problem solving.
- BI01.2.3 Utilize the principles and methodologies of cooperative learning.

BI01.3 Be able to apply science knowledge and skills to a variety of purposes. HS-ETS1

- BI01.3.1 Recognize scientific principles and laws as tools to solve problems in everyday life.
- BI01.3.2 Apply the scientific method in analysis of controversial topics, e.g., cloning, global warming, stem cell research.
- BI01.3.3 Read, write, and interpret scientific documents (lab write-ups, journals, scientific publications).
- BI01.3.4 Conduct research in the content area.
- BI01.3.5 Engage in various uses of technology.

COURSE CONTENT: Cell Structure and Processes, Genetics, Taxonomy, Ecology [Understand, explore, analyze, apply.]

BI01.4 Be able to understand basic biological concepts.

- BI01.4.1 Acknowledge God as Creator of life while recognizing divergent theories. HS-LS4-1, 4-2, 4-4, 4-5
- BI01.4.2 Demonstrate understanding of cellular structures and processes. HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7
- BI01.4.3 Describe the dynamics of genetics and biotechnology. HS-LS1-1, 1-6, 3-1, 3-2, 3-3
- BI01.4.4 Investigate taxonomy and the relationships among living organisms. HS-LS2-2, 4-2
- BI01.4.5 Comprehend the interdependence between organisms and their environment. HS-LS1-5, 1-7, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 4-2

BI01.5 Be able to safely explore biological concepts using the scientific method.

- BI01.5.1 Manipulate cellular models and samples. HS-LS1-1, 1-4, 1-5
- BI01.5.2 Test concepts of Mendelian inheritance and evaluate genetic manipulation. HS-LS1-1, 3-1, 3-2, 3-3
- BI01.5.3 Classify, compare, and examine organisms. HS-LS1-2
- BI01.5.4 Investigate relationships between organisms within their niche. HS-LS1-3, 2-2, 2-3, 2-4, 2-5, 2-8, 4-3, 4-4
- BI01.5.5 Research the dynamics, organization, and problems in earth's biomes. HS-LS1-3, 2-1, 2-2, 2-6, 2-7, 4-6

BI01.6 Be able to analyze biological data.

- BI01.6.1 Compare and contrast cell diagrams and processes. HS-LS1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7
- BI01.6.2 Draw conclusions about genetic trends and the ethical ramifications of biotechnology. HS-LS3-2, 3-3
- BI01.6.3 Evaluate the rationale for the current system of taxonomy.
- BI01.6.4 Determine how the relationships between organisms affect the balance of the ecosystem. HS-LS1-3, 1-5, 2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-8, 4-2, 4-3, 4-4
- BI01.6.5 Assess the environmental issues facing local ecosystems and earth's biomes. HS-LS2-1, 2-2, 2-6, 2-7, 4-5, 4-6
- BI01.6.6 Validate God as the Author of life, while evaluating aspects of divergent theories of origin. HS-LS4-1, 4-2, 4-4, 4-5

BI01.7 Be able to apply the principles of biology to health, life, and earth's environment.

- BI01.7.1 Develop a personal ethical value system regarding a world view of life. HS-LS4-6
- BI01.7.2 Utilize biological concepts to influence lifestyle choices. HS-LS2-7
- BI01.7.3 Minimize damage to the environment by practicing good stewardship. HS-LS2-7, 4-5, 4-6

2019 STANDARDS COMMITTEE

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Adventist Education

A JOURNEY TO EXCELLENCE

