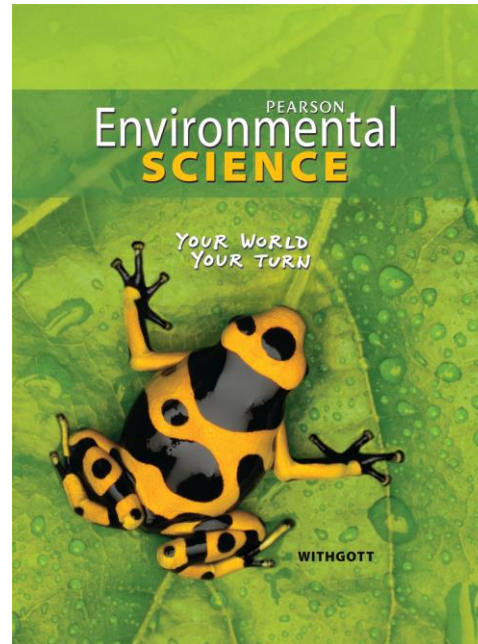


## Two Correlations



# Georgia Standards of Excellence: Environmental Science and Literacy Standards for Reading and Writing in Science

**FORMAT FOR CORRELATION TO THE GEORGIA STANDARDS OF EXCELLENCE (GSE)  
GRADES K-12 SOCIAL STUDIES AND SCIENCE**

**Subject Area:** Science **State-Funded Course Name & Number:** Environmental Science 26.0611082

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<https://www.georgiastandards.org>*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
<b>Environmental Science</b>		
<b>SEV1.</b>	<b>Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.</b>	
a.	Develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere.	<b>SE:</b> 74-75, 101-103, 116-117, 136
b.	Develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels). <i>(Clarification statement: The first and second law of thermodynamics should be used to support the model.)</i>	<b>SE:</b> 83-84, 86-87, 141-143, 144-148
c.	Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.	<b>SE:</b> 83-85, 86-89

d.	Evaluate claims, evidence, and reasoning of the relationship between the physical factors (e.g., insolation, proximity to coastline, topography) and organismal adaptations within terrestrial biomes.	<b>SE:</b> 164-167
e.	Plan and carry out an investigation of how chemical and physical properties impact aquatic biomes in Georgia. <i>(Clarification statement: Consider the diverse aquatic ecosystems across the state such as streams, ponds, coastline, estuaries, and lakes.)</i>	<b>SE:</b> 181-191
<b>SEV2.</b>	<b>Obtain, evaluate, and communicate information to construct explanations of stability and change in Earth's ecosystems.</b>	
a.	Analyze and interpret data related to short-term and long-term natural cyclic fluctuations associated with climate change. <i>(Clarification statement: Short-term examples include but are not limited to El Niño and volcanism. Long-term examples include but are not limited to variations in Earth's orbit such as Milankovitch cycles.)</i>	<b>SE:</b> 211, 488-489, 490, 491-496
b.	Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.	<b>SE:</b> 495-496, 505-507, 508-509, 510
c.	Construct an argument to predict changes in biomass, biodiversity, and complexity within ecosystems, in terms of ecological succession.	<b>SE:</b> 149-152, 153-155
d.	Construct an argument to support a claim about the value of biodiversity in ecosystem resilience including keystone, invasive, native, endemic, indicator, and endangered species.	<b>SE:</b> 148, 149-152, 153-155, 200-206, 207-208, 210-211

<b>SEV3.</b>	<b>Obtain, evaluate, and communicate information to evaluate types, availability, allocation, and sustainability of energy resources.</b>																							
a.	Analyze and interpret data to communicate information on the origin and consumption of renewable forms of energy (wind, solar, geothermal, biofuel, and tidal) and non-renewable energy sources (fossil fuels and nuclear energy).	<b>SE:</b> 496, 502-503, 517-521, 522-527, 529-535, 536-541, 549, 550-555, 556-560																						
b.	Construct an argument based on data about the risks and benefits of renewable and nonrenewable energy sources. <i>(Clarification statement: This may include, but is not limited to, the environmental, social, and economic risks and benefits.)</i>	<b>SE:</b> 496, 502-503, 529-235, 549, 550-555, 556-560																						
c.	Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources.	<b>SE:</b> 324-329, 529-535, 550-555, 565-569, 570-573																						
d.	Design and defend a sustainable energy plan based on scientific principles for your location.	<b>SE:</b> 55, 61, 197																						
<b>SEV4.</b>	<b>Obtain, evaluate, and communicate information to analyze human impact on natural resources.</b>																							
a.	Construct and revise a claim based on evidence on the effects of human activities on natural resources. <table border="1" data-bbox="331 1040 926 1479"> <thead> <tr> <th>Human Activities</th> <th>Natural Resources</th> </tr> </thead> <tbody> <tr> <td>Agriculture</td> <td>Land</td> </tr> <tr> <td>Forestry</td> <td>Water</td> </tr> <tr> <td>Ranching</td> <td>Air</td> </tr> <tr> <td>Mining</td> <td>Organisms</td> </tr> <tr> <td>Urbanization</td> <td></td> </tr> <tr> <td>Fishing</td> <td></td> </tr> <tr> <td>Water use</td> <td></td> </tr> <tr> <td>Pollution</td> <td></td> </tr> <tr> <td>Desalination</td> <td></td> </tr> <tr> <td>Waste water treatment</td> <td></td> </tr> </tbody> </table>	Human Activities	Natural Resources	Agriculture	Land	Forestry	Water	Ranching	Air	Mining	Organisms	Urbanization		Fishing		Water use		Pollution		Desalination		Waste water treatment		<b>SE:</b> 56-57, 61, 63, 86, 263-266, 267-276, 291, 292-304, 326-327, 381-383, 436, 444-445, 472-473
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b.	Design, evaluate, and refine solutions to reduce human impact on the environment including, but not limited to, smog, ozone depletion, urbanization, and ocean acidification.	<b>SE:</b> 66-67, 209-211, 215-217, 242-247, 255, 270-274, 450-451, 464-468, 469-473, 474-475, 499, 501
c.	Construct an argument to evaluate how human population growth affects food demand and food supply (GMOs, monocultures, desertification, Green Revolution).	<b>SE:</b> 340, 351, 361-362, 367-368, 375-383
<b>SEV5.</b>	<b>Obtain, evaluate, and communicate information about the effects of human population growth on global ecosystems.</b>	
a.	Construct explanations about the relationship between the quality of life and human impact on the environment in terms of population growth, education, and gross national product.	<b>SE:</b> 110-117, 242-247
b.	Analyze and interpret data on global patterns of population growth (fertility and mortality rates) and demographic transitions in developing and developed countries.	<b>SE:</b> 110-117, 234, 241, 242-247
c.	Construct an argument from evidence regarding the ecological effects of human innovations (Agricultural, Industrial, Medical, and Technological Revolutions) on global ecosystems.	<b>SE:</b> 8-9, 228-233, 242-247, 265-368
d.	Design and defend a sustainability plan to reduce your individual contribution to environmental impacts, taking into account how market forces and societal demands (including political, legal, social, and economic) influence personal choices.	<b>SE:</b> 462-463, 469-473, 497, 501, 505, 507, 592-595, 599

LITERACY STANDARDS FOR READING IN SCIENCE AND TECHNICAL SUBJECTS (RST) GRADE 9-10		
➤ Key Ideas and Details		
<b>L9-10RST1:</b>	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<p><i>Make Your Case (Chapter Assessment)</i> <b>SE/TE:</b> 31, 93, 121, 159, 195, 221, 287, 317, 347, 387, 447, 511, 545, 607</p> <p><i>The Big Question</i> activity typically requires students to cite textual evidence while analyzing or explaining text related to the Big Question. <b>TE:</b> 13, 23, 39, 52, 70, 108, 150, 173, 188, 205, 213, 239, 245, 269, 296, 311, 368, 374, 400, 407, 436, 470, 495, 523, 532, 540, 554, 558, 566, 583, 597</p>
<b>L9-10RST2:</b>	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<p><i>Reading Strategies</i> at the beginning of each lesson assist students in determining central ideas and organize lesson concepts. Students have opportunities throughout the program to summarize key lesson concepts. Representative <b>SE/TE</b> pages: 4, 64, 72, 76, 83, 110, 126, 133, 164, 181, 212, 277, 305, 398, 420, 452, 484, 502, 516, 536, 556, 582</p> <p><i>Reading Checkpoints</i> throughout each lesson require students stop and respond to key lesson questions. Representative <b>SE/TE</b> pages: 5, 45, 74, 129, 169, 201, 258, 300, 361, 406, 459, 517, 583, 600</p> <p>Tasks requiring students to determine central ideas, explain a process, and provide accurate summaries are located in <i>Lesson Assessments</i>. Representative <b>SE/TE</b> pages: 41, 71, 103, 132, 148, 180, 217, 233, 247, 283, 313, 336, 357, 425, 443, 496, 528</p> <p>Chapter Assessments <i>Critical Thinking</i> tasks require student evaluation and explanation of scientific concepts by citing textual evidence. <b>SE/TE:</b> 32, 60, 94, 122, 160, 196, 223, 252, 288, 318, 348, 416, 448, 478, 512, 546, 578, 608</p>

<b>L9-10RST3:</b>	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.	<p><i>Quick Labs</i> activities provide multistep procedures for students to follow. <b>SE/TE:</b> 22, 80, 152, 437, 459, 486</p> <p><i>Go Outside</i> activities engage students in following multistep procedures, taking measurements, performing technical tasks, and analyzing results. <b>SE/TE:</b> 102, 183, 310, 356, 396, 467, 564</p>
	➤ <b>Craft and Structure</b>	
<b>L9-10RST4:</b>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.	<p><i>Vocabulary</i> presented at the beginning of each lesson. Academic and scientific vocabulary are highlighted and used in context. Representative <b>SE/TE</b> pages: 4, 64, 72, 76, 83, 110, 126, 133, 164, 181, 212, 277, 305, 398, 420, 452, 484, 516, 582</p>
<b>L9-10RST5:</b>	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	<p>The Reading Strategy feature engages students in exploring the structure of scientific texts. Students create concept maps and cluster diagrams to organize and illustrate the relationships among lesson terms and concepts. See representative <b>SE/TE:</b> 36, 64, 100, 110, 149, 200, 234, 267, 305, 324, 352, 420, 452, 497, 529, 536, 556, 582</p> <p><i>Connect to the Central Case</i> activities, representative chapters/pages:  <b>SE/TE:</b> Chapter 1: 3, 15, 16, 19, 20, 25, 27, 31; Chapter 4: 99, 100, 103, 113, 121; Chapter 10: 291, 307, 317; Chapter 13: 391, 394, 408, 415 Chapter 19: 581, 607</p> <p>Students apply their understanding of concepts and their relationships in <i>Explore the Big Question</i> activities. Representative <b>SE/TE</b> pages: 20, 41, 82, 103, 109, 140, 180, 206, 233, 266, 313, 383, 411, 460, 490, 521, 555, 603</p> <p>Lesson Assessment <i>Compare and Contrast</i>, See representative <b>SE/TE:</b> 47, 75, 140, 148, 155, 180, 191, 233, 253, 283, 329, 372, 411, 443, 460, 490, 521, 560</p> <p>Chapter Assessment <i>Review Concepts and Terms</i>, <b>SE/TE:</b> 31, 59, 93, 121, 159, 195, 221, 251, 287, 317, 347, 387, 415, 447, 477, 511, 545, 577, 607</p> <p><i>Ecological Footprints</i>, <b>SE/TE:</b> 33, 95, 161, 197, 223, 253, 289, 319, 349, 389, 417</p>

<b>L9-10RST6:</b>	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	Students investigate a <i>Central Case</i> presented at the start of each chapter. They have to consider the author’s purpose in the case’s inclusion with each chapter’s content. <b>SE/TE:</b> 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581  <i>Connect to the Central Case</i> is a task in every lesson relating back to the chapter’s <i>Central Case</i> . Representative <b>SE/TE</b> pages: 27, 89, 103, 134, 171, 423, 429, 507, 527
➤ <b>Integration of Knowledge and Ideas</b>		
<b>L9-10RST7:</b>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<i>Real Data</i> and <i>Ecological Footprints</i> activities require students to interpret quantitative data related to lesson concepts. This standard is met throughout the program. <b>SE/TE:</b> <i>Real Data</i> , 51, 112, 144, 179, 214, 230, 302, 332, 431, 471, 493, 530, 552, 601; <i>Ecological Footprints</i> , 33, 61, 95, 123, 161, 197, 223, 253, 289, 319, 349, 389, 417, 449, 479, 513, 547, 579, 609  Chapter Assessments, <b>SE/TE:</b> <i>Analyze Data</i> , 33, 95, 161, 197, 222, 253, 289, 319, 349, 389, 416, 449, 479, 513, 547, 579, 609; <i>Interpret Graphs</i> , 33, 61, 95, 123, 197, 222, 253, 289, 349, 389, 449, 479, 547, 579; <i>Analyze Graphs</i> , 161; <i>Interpret Tables</i> , 319, 609; <i>Interpret Diagrams</i> , 417; <i>Interpret Visuals</i> , 513  <i>Map It</i> , <b>SE/TE:</b> 10, 77, 210, 278, 366, 402, 422, 534, 568
<b>L9-10RST8:</b>	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	<i>Think It Through</i> and <i>Explore the Big Question</i> in the Lesson Assessments ask students to evaluate the reasoning of a claim or a recommendation for solving a scientific or technical problem. <i>Think It Through</i> <b>SE/TE:</b> 11, 27, 55, 117, 155, 211, 276, 336, 343, 364, 372, 443, 473, 535, 573; <i>Explore the Big Idea</i> , 507, 555 <i>Critical Thinking (Chapter Assessment)</i> 32 (evaluate), 223, 478 (propose a solution), 608 (form an opinion)



<b>L9-10RST9:</b>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<p><i>21<sup>st</sup> Century Skills</i> often require students to research science topics, during which activity they will have to compare/contrast findings. <b>SE/TE:</b> 57, 475, 543</p> <p><i>Find Out More</i> activities often require students to research science topics, during which activity they will have to compare/contrast findings. <b>SE/TE:</b> 47, 137, 166, 294, 399, 421, 498, 524, 559, 587</p>
	<p>➤ <b>Range of Reading and Level of Text Complexity</b></p>	
<b>L9-10RST10:</b>	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	<p>Science text at the appropriate degree of complexity for 9<sup>th</sup> and 10 graders is located in every chapter; student proficiency is assessed in lesson and chapter assessments, as well as throughout the text. See representative <b>SE/TE</b> pages: 4-27, 36-55, 64-89, 100-117, 126-155, 164-191, 200-217, 228-247, 256-283, 292-313, 324-343, 352-383, 392-411, 420-443, 452-473, 484-507, 516-541, 550-573, 582-603</p> <p><b>SE/TE:</b> <i>Science Behind the Stories</i>, 28, 118, 156, 384, 508; <i>Success Stories</i>, 56, 218, 344, 474; <i>A Closer Look</i>, 90, 248, 314, 444, 542, 604; <i>Point Counterpoint</i>, 192, 284, 412, 574; <i>Central Case</i>, 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581; <i>It's Your World</i>, 611-618</p>

	<b>LITERACY STANDARDS FOR WRITING IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>	
	➤ <b>Text Types and Purposes</b>	
<b>L9-10WHST1:</b>	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>	<p><i>Write About It</i>, <b>SE/TE:</b> 119, 193, 249, 413</p> <p><i>21<sup>st</sup> Century Skills</i>, <b>SE/TE:</b> 413, 543, 575</p> <p>Chapter Assessment <i>Write About It</i> activities, <b>SE/TE:</b> 197, 289, 319, 349, 389, 413, 417, 449, 479, 513</p> <p>Lesson Assessment <i>Explore the Big Question</i>, <b>SE/TE:</b> 148</p> <p><i>Unit Project</i>, <b>SE/TE:</b> 96</p>

<p><b>L9-10WHST2:</b></p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	<p><i>Write About It</i>, <b>SE/TE:</b> 91, 157, 219, 249, 285, 345, 385, 445, 475, 509, 605</p> <p>Chapter Assessment <i>Write About It</i>, <b>SE/TE:</b> 33, 61, 95, 123, 161, 197, 219, 253, 315, 319, 389, 449, 479, 547, 579, 609</p> <p><i>Unit Project</i>, <b>SE/TE:</b> 96, 224</p>
<p><b>L9-10WHST3:</b></p>	<p>(See note; not applicable as a separate requirement)</p>	<p>Not applicable at this grade level</p>

	➤ <b>Production and Distribution of Writing</b>	
<b>L9-10WHST4:</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><i>Write About It</i> sections of the <i>Chapter Assessments</i>, Tasks include: <b>SE/TE:</b> <i>Summary</i>, 61, 123, 389; <i>Opinion</i>, 319, 417, 449, 479, 513; <i>Review</i>, 253; <i>Description</i>, 61, 123, 161, 609; <i>Compare and Contrast</i>, 253, <i>Explanation</i>, 95, 197, 253, 449, 547, 579; <i>Persuasion</i>, 197, 289, 349, 389, 417, 513; <i>Apply the Big Question</i>, 289, 449, 579</p> <p><i>Science Behind the Stories Write About It</i> activities are located at the end of a chapter. Tasks include: <b>SE/TE:</b> <i>Informative/Explanatory</i>, 29, 157, 315, 385, 509; <i>Argument</i>, 119,</p> <p><i>Point Counterpoint Write About It</i> activities are located at the end of a chapter. Tasks include: <b>SE/TE:</b> <i>Informative/Explanatory</i>, 285; <i>Argument</i>, 193, 413, 575</p> <p><i>A Closer Look Write About It</i> activities are located at the end of a chapter. Tasks include: <b>SE/TE:</b> <i>Argument</i>, 543; <i>Informative/Explanatory</i>, 91, 249, 315, 445, 605</p> <p><i>Success Stories Write About It</i> activities are located at the end of a chapter. Tasks include: <b>SE/TE:</b> <i>Informative/Explanatory</i>, 219, 345, 475</p> <p>Big Question Activities, <b>TE:</b> 205, 269</p> <p><i>Lesson Assessment</i>, <b>SE/TE:</b> 148</p> <p><i>Unit Projects</i>, <b>SE/TE:</b> 96, 224</p>
<b>L9-10WHST5:</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Unit Projects provide opportunities to develop and strengthen writing skills; <b>SE/TE:</b> 96, 224, 320, 480, 610
<b>L9-10WHST6:</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<i>21<sup>st</sup> Century Skills</i> , <b>SE/TE:</b> 57, 91, 445, 475, 543, 605

	➤ <b>Research to Build and Present Knowledge</b>	
<b>L9-10WHST7:</b>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<i>What Do You Think?</i> <b>SE/TE:</b> 328  <i>Write About It,</i> <b>SE/TE:</b> 33, 61, 95, 579, 609  <i>Big Question,</i> <b>TE Only:</b> 333
<b>L9-10WHST8:</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<i>Find Out More</i> activities encourage students to research lesson concepts in more detail by gathering relevant information from print or digital sources and evaluating it. <b>SE/TE:</b> 47, 137, 166, 294, 399, 421, 498, 524, 559, 587  <i>21<sup>st</sup> Century Skills,</i> <b>SE/TE:</b> 57, 91, 345, 445, 475, 543, 605  <i>Unit Projects,</i> <b>SE/TE:</b> 96, 224
<b>L9-10WHST9:</b>	Draw evidence from informational texts to support analysis, reflection, and research.	<i>Find Out More</i> activities encourage students to research lesson concepts in more detail by gathering relevant information from print or digital sources and evaluating it. <b>SE/TE:</b> 47, 137, 166, 294, 399, 421, 498, 524, 559, 587  <i>21<sup>st</sup> Century Skills,</i> <b>SE/TE:</b> 57, 91, 345, 445, 475, 543, 605  <i>Unit Projects,</i> <b>SE/TE:</b> 96, 224

	➤ <b>Range of Writing</b>	
<b>L9-10WHST10:</b>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><i>Write About It</i> sections of the <i>Chapter Assessments</i>, Tasks include: <b>SE/TE:</b> <i>Summary</i>, 61, 123, 389; <i>Opinion</i>, 319, 417, 449, 479, 513; <i>Review</i>, 253; <i>Description</i>, 61, 123, 161, 319, 609; <i>Compare and Contrast</i>, 253, <i>Explanation</i>, 95, 197, 253, 449, 547, 579; <i>Persuasion</i>, 197, 289, 349, 389, 417, 513</p> <p><i>Science Behind the Stories Write About It</i> activities are located at the end of a chapter. Tasks include: <b>SE/TE:</b> <i>Informative/Explanatory</i>, 29, 157, 315, 385, 509; <i>Argument</i>, 119</p> <p><i>Point Counterpoint, Write About It</i>, and <i>21<sup>st</sup> Century Skills</i> activities; <b>SE/TE:</b> 193, 285, 413, 575</p> <p><i>A Closer Look, Write About It</i>, and <i>21<sup>st</sup> Century Skills</i> activities; <b>SE/TE:</b> 91, 249, 315, 445, 543, 605</p> <p><i>Success Stories, Write About It</i>, and <i>21<sup>st</sup> Century Skills</i>; <b>SE/TE:</b> 219, 345, 475</p> <p><i>Unit Projects</i>, <b>SE/TE:</b> 96, 224</p>