

Unit #: Name	Time span (days)	Priority Standards Addressed
1: Introduction	5	CC.3.5.9-10.A, CC.3.5.9-10.C,
2: Scientific Method	20	CC.3.5.9-10.A, CC.3.5.9-10.C, CC.3.5.9-10.G,
3: Scientific Theories	20	CC.3.5.9-10.A, CC.3.5.9-10.G, CC.3.5.9-10.H, 3.1.10.A9
Common Assessment #1 and differentiated study	3	
4: Scientific Measurement	20	CC.3.5.9-10.C, CC.3.5.9-10.G,
5: Scientific Analysis	20	CC.3.5.9-10.G, CC.3.5.9-10.H,
Common Assessment #2 and differentiated study	3	
6: Atomic Structure	15	CC.3.5.9-10.G, 3.2.10.A1, 3.2.10.A3,
7: Chemical Bonding	15	CC.3.5.9-10.C, CC.3.5.9-10.G, 3.2.10.A1
8. Chemical Reactions	20	CC.3.5.9-10.C, 3.2.10.A1, 3.2.10.A3, 3.2.10.A4,
Common Assessment #3 and differentiated study	3	
9. Force and Motion	10	CC.3.5.9-10.C, CC.3.5.9-10.G, 3.2.10.B1,
10. Heat	10	CC.3.5.9-10.C, CC.3.5.9-10.G, 3.2.10.A3, 3.2.10.B3,
11. Waves	10	CC.3.5.9-10.C, CC.3.5.9-10.G, 3.2.10.B5
Common Assessment #4 and differentiated study	3	
12. Independent Investigations	3	CC.3.5.9-10.C, CC.3.5.9-10.H,
Keystone Biology Remediation (TBD based on Exam Proficiency)		3.1.10.A1, 3.1.10.A7, 3.1.10.A9, 3.1.10.B3, 3.1.10.C1, 4.1.10.A, 4.1.10.E
Total days of instruction, assessment and differentiated study:	180	TAGS

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Common Core State Standard	PA Core Standard
CCSS.ELA-LITERACY.RST.9-10.1	CC.3.5.9-10.A: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Taught in Unit(s)	
All units	
Explanation/Example of Standard	
Scientific writing is technical and full of vocabulary terms that have a precise meaning; in order to make meaning from a scientific text and apply it to authentic questions or problems, learners must approach their reading purposefully and with a willingness to revisit the text several times in search of specific details that are relevant to their work.	
Common Misconceptions	
A misconception that many students have is that science texts are impossible to comprehend; in truth, they are generally dense, and full of esoteric vocabulary terms, but with the use of context clues and supplemental sources, students can decipher even the most complex offerings.	
Big Idea(s)	Essential Question(s)
Scientific writing relies upon vocabulary terms which have precise meanings; in order to process this text, the reader must be willing to approach it systematically and with a specific purpose in mind.	<ul style="list-style-type: none"> ● How does one sort through the content in a science text in order to identify and apply key details?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Scientific texts use vocabulary terms with specific meanings that are not easily replaced with common words ● Vocabulary terms can often be deciphered via context clues ● In order to convey the meaning of scientific concepts, precise vocabulary usage is essential 	<ul style="list-style-type: none"> ● Identify a purpose for reading, and choose well-suited reading strategies ● Use context clues to decipher the meaning of scientific vocabulary ● Demonstrate an understanding of science concepts by identifying key information and relating it to questions and problems

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Common Core State Standard	PA Core Standard
CCSS.ELA-LITERACY.RST.9-10.3	CC.3.5.9-10.C: 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.
Taught in Unit(s)	
All units	
Explanation/Example of Standard	
Scientific protocols convey information and procedures that must be applied with precision and accuracy in order to achieve expected outcomes.	
Common Misconceptions	
Scientific protocols can be followed one step at a time, without looking ahead for potential issues or relevant preparations.	
Big Idea(s)	Essential Question(s)
In order to effectively follow a protocol, a scientist must have knowledge of the subsequent stages of the work in order to effectively anticipate and prepare for the use of specific ingredients or complex apparatuses.	<ul style="list-style-type: none"> ● How does one prepare to follow a scientific protocol?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Scientific protocols require reactants and equipment that often must be prepared in advance of their intended use ● Quantities of reactants, the timing of steps, and the manner in which apparatuses are used can greatly affect the outcomes of scientific protocols 	<ul style="list-style-type: none"> ● Plan the use of equipment and supplies in advance of their intended use ● Decipher scientific units and convert them to other scales, when necessary ● Practice the use of equipment and apparatuses prior to their use

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Common Core State Standard	PA Core Standard
CCSS.ELA-LITERACY.RST.9-10.7	CC.3.5.9-10.G: 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.
Taught in Unit(s)	
All units	
Explanation/Example of Standard	
Scientific work requires the organization of both qualitative and quantitative data in order to facilitate the analysis of the results in order to achieve valid and reliable conclusions.	
Common Misconceptions	
<p>Figures (e.g. pie charts, bar graphs, line graphs) are interchangeable, and chosen based upon the developer's preference.</p> <p>Scientific data is open to interpretation based upon one's own point-of-view.</p>	
Big Idea(s)	Essential Question(s)
The organization and presentation of data allows an observer to make valid and reliable conclusions about the meaning of data sets.	<ul style="list-style-type: none"> ● How does a scientist record the data that is produced during a scientific investigation? ● How does a scientist match the appropriate figure to a given data set?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Line graphs are used to show a change over time, bar graphs are used to compare several things, and pie charts show the percentage composition of something. ● All figures and tables must be appropriately captioned such that they can stand alone without further explanation; tables are captioned above, while figures are captioned beneath. 	<ul style="list-style-type: none"> ● Accurately record the data and observations that are produced during a scientific investigation ● Select an appropriate figure, and then present a given data set in a manner that facilitates analysis and conclusion making ● Analyze a given figure or mathematical model and make valid conclusions

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Common Core State Standard	PA Core Standard
CCSS.ELA-LITERACY.RST.9-10.8	CC.3.5.9-10.H: 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.
Taught in Unit(s)	
All units	
Explanation/Example of Standard	
Consumers of scientific hypothesis, data, conclusions and theories must apply their knowledge of the properties of the natural world and the scientific method in order to determine whether they are objective and reasonable.	
Common Misconceptions	
Scientific theories are often inaccurate, based upon limited facts, and are simply the result of speculation; because of this, theories can be rejected because of a difference of opinion.	
Big Idea(s)	Essential Question(s)
Scientific theories are the result of logical reasoning that has occurred via the scientific method, and have been validated by continued attempts to prove them false; consequently, they are unlikely to change and represent the best possible explanation for natural phenomena.	<ul style="list-style-type: none"> ● Why are scientific theories more reliable than hypothesis? ● Why is a scientific theory very unlikely to be wrong?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Hypothesis are based upon limited information, but are still reasonable and worthy of further study ● Valid conclusions are always based upon reliable data, and clearly cited data ● Scientific theories have been proven beyond a reasonable doubt, and therefore represent the foundation for future scientific investigations 	<ul style="list-style-type: none"> ● Determine whether a statement is a hypothesis, conclusion or theory ● Explain the difference between a common theory, and a scientific theory

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CV Priority Standard/PA Academic Standard	
<p>3.2.10.A1: Predict properties of elements using trends of the periodic table. Identify properties of matter that depend on sample size. Explain the unique properties of water (polarity, high boiling point, forms hydrogen bonds, high specific heat) that support life on Earth.</p>	
Taught in Unit(s)	
Unit 3	
Explanation/Example of the Standard	
<p>The periodic table is organized around predictable trends in the properties of the elements; these trends demonstrate a periodicity that is a function of the quantities of protons, neutrons and electrons which are present.</p> <p>Depending on how these elements are combined (e.g. in pure elemental form, compounded with other elements), the molecules that are formed will have specific properties (e.g. density, polarity, solubility, pH). The properties of water are rather unique, and are essential to the survival of life on Earth.</p>	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● The numbers of subatomic particles present in an atom determine its chemical properties. ● Atoms combine into molecules because of their properties. ● The properties of water are essential to living things. 	<p>How does the composition of an atom relate to its properties, and its tendency to combine with other atoms?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Atoms are arranged on the Periodic table according to their relative numbers of subatomic particles. ● Atoms combine into molecules based upon their chemical properties. ● The properties of matter (e.g. density, polarity, specific heat capacity) determine how they interact with one another and effect living things. 	<ul style="list-style-type: none"> ● Use a periodic table to determine the number of protons neutrons and electrons in an atom. ● Describe the influence of specific chemical properties on the behavior of matter. ● Describe how the properties of water are important to living things.

CVSD Science Curriculum Map ~ TAGS

CV Priority Standard/PA Academic Standard	
3.2.10.A3: Describe phases of matter according to the kinetic molecular theory.	
Taught in Unit(s)	
Unit 4	
Explanation/Example of the Standard	
Molecular are point masses that have no volume, but when combined with other molecules combine to form various states of matter which have volumes that are directly proportional to their temperature. While the individual particles exert no force, when their random motion causes them to collide, they exert force on each other, or the walls of a container.	
Big Idea(s)	Essential Question(s)
The volume of a given quantity of matter is affected by its temperature; generally, as temperature increases, so does the volume.	Why does an increase in temperature cause an increase in volume?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● The molecules of matter are always in motion, and this motion is influenced by the temperature of a system. ● As the temperature of a solid increases, it will change into a liquid and then a gaseous form. 	<ul style="list-style-type: none"> ● Compare the relative molecular motion of solids, liquids and gases.

CVSD Science Curriculum Map ~ TAGS

CV Priority Standard/PA Academic Standard	
<p>3.2.10.A4: Describe chemical reactions in terms of atomic rearrangement and/or electron transfer. Predict the amounts of products and reactants in a chemical reaction using mole relationships. Explain the difference between endothermic and exothermic reactions. Identify the factors that affect the rates of reactions.</p>	
Taught in Unit(s)	
Unit 5	
Explanation/Example of the Standard	
<p>Chemical reactions occur due to the rearrangement of molecules and / or the transfer of electrons. Chemical reactions are always balanced such that the number of specific atoms present in the reactants must be equal to the numbers in the products. Similarly, the quantity of energy does not change from one side of a chemical reaction to the other; but energy may be absorbed or released by molecules in what are known as endothermic or exothermic reactions.</p> <p>The mole is a unit used to compare the number of elementary entities to that of 12 grams of carbon; it is often used to express the amount of reactants and products present in a chemical reaction.</p>	
Big Idea(s)	Essential Question(s)
Chemical reactions must be balanced in that matter or energy is accounted for in the form of matter, and in temperature that is present in a system.	How does a chemical reaction identify the quantities of matter and energy in a system?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Matter and energy are never created nor destroyed. ● The numbers of atoms in a molecule can be determined by evaluating the coefficients and subscripts that are present. ● A chemical reaction is balanced when the number of atoms and energy on both sides of the equation are equal. 	<ul style="list-style-type: none"> ● Determine the number of a specified atom that is present in a chemical reaction. ● Determine whether or not a chemical reaction is balanced. ● Explain why a reaction is endothermic versus exothermic.

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CV Priority Standard/PA Academic Standard	
<p>3.2.10.B1: Analyze the relationships among the net forces acting on a body, the mass of the body, and the resulting acceleration using Newton's Second Law of Motion. Apply Newton's Law of Universal Gravitation to the forces between two objects. Use Newton's Third Law to explain forces as interactions between bodies. Describe how interactions between objects conserve momentum.</p>	
Taught in Unit(s)	
Unit 6	
Explanation/Example of the Standard	
<p>Newton's first law states that an object at rest will remain so, while an object in motion will continue at a constant velocity unless it is affected by an additional force.</p> <p>Changes in the acceleration of an object can be predicted by evaluating the net forces that are acting on it; these forces can be expressed by Newton's second law, which states that the Net Force of an object is equal to its Mass multiplied by its Acceleration ($F=MA$).</p> <p>Newton's third law explains that when one body exerts a force on a second body, an equal force is returned in the opposite direction on the first body. These three laws in addition to Newton's law of universal gravitation explain the planetary motion of a solar system.</p>	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● The motion of objects can be explained in terms of velocity, acceleration and momentum. ● Newton's laws explain the relationship between the forces acting on an object and its acceleration. ● Changes in velocity can be predicted by evaluating the forces acting on an object 	<p>Why does an object's velocity change?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Velocity ● Acceleration ● Momentum ● Force ● Inertia 	<ul style="list-style-type: none"> ● Predict changes in an objects velocity by evaluating changes in net force. ● Explain Newton's laws by using an example.

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CV Priority Standard/PA Academic Standard	
<p>3.2.10.B3: Explain how heat energy will move from a higher temperature to a lower temperature until equilibrium is reached. Analyze the processes of convection, conduction, and radiation between objects or regions that are at different temperatures.</p>	
Taught in Unit(s)	
Unit 9	
Explanation/Example of the Standard	
<p>Temperature of matter and its volume are directly proportional in that increases in the temperature of an object will cause state changes from a solid, to a liquid, to a gas; given that the mass of an object remains constant, changes in temperature will affect the density of an object, which influences its interaction with other objects.</p> <p>In a system, matter with a higher density will tend to move towards the bottom, while matter with a lower density will be forced to the top in a process called convection.</p> <p>The kinetic motion of molecules in one object will spread heat energy by conduction until equilibrium is reached; this thermal motion produces electromagnetic radiation that will also spread across a system in the form of wave radiation.</p>	
Big Idea(s)	Essential Question(s)
Heat energy will spread across a system until equilibrium is reached.	Why does a system move towards equilibrium?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Heat ● Temperature ● Convection ● Conduction ● Radiation 	<ul style="list-style-type: none"> ● Explain the process of convection using an example. ● Explain changes in the distribution of heat energy within a given system that are caused by convection, conduction and radiation.

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CV Priority Standard/PA Academic Standard	
<p>3.2.10.B5: Understand that waves transfer energy without transferring matter. Compare and contrast the wave nature of light and sound. Describe the components of the electromagnetic spectrum. Describe the difference between sound and light waves.</p>	
Taught in Unit(s)	
Unit 10	
Explanation/Example of the Standard	
<p>A mechanical wave such as sound, is an oscillation that transfers energy through a physical medium such that little or no mass transport occurs; instead, waves consist of oscillations or vibrations around fixed locations that transfer their energy from one physical quantity to another.</p> <p>Electromagnetic waves such as visible light, do not require a physical medium, but rather consist of oscillations in the electrical or magnetic field originally generated by charged particles; consequently, these waves may travel through a vacuum without the need for a physical medium. These waves vary in wavelength and include radio waves, microwaves, infrared radiation, visible light, ultraviolet radiation, X-rays and gamma rays which are all components of the electromagnetic spectrum.</p>	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> ● Waves are defined as oscillations that transfer energy through space of mass. ● Sound waves require a medium to travel through, while light can move through the vacuum of space. 	How does a sound travel to your ear?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Mechanical wave ● Electromagnetic wave ● Wave characteristics (e.g. wavelength, amplitude, frequency) 	<ul style="list-style-type: none"> ● Use the appropriate vocabulary to compare the properties of two waves. ● Compare the wave characteristics of two components of the electromagnetic spectrum and their interaction with living things. ● Compare and contrast mechanical and electromagnetic waves.

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CV Priority Standard/PA Academic Standard			
3.1.10.A7: Describe the relationship between the structure of organic molecules and the function they serve in living organisms. Explain how cells store and use information to guide their functions.			
Taught in Unit(s)			
Independent Study of Biology			
Explanation/Example of Standard			
The form of biologically important macromolecules is directly related to their functions in living things; for instance, the sequence of nitrogen bases in DNA molecules corresponds to the sequence of amino acids required to make a specific protein. If mutations alter the form of a DNA molecule, then the form and consequentially the function of the related protein(s) will follow.			
Common Misconceptions			
<ul style="list-style-type: none"> • DNA's information is written as a set of instructions, as in a recipe with a series of steps • Mutations in DNA molecules are always a bad thing for an organism 			
Big Idea(s)		Essential Question(s)	
DNA molecules are coded messages that inform a cell on the order to string amino acids molecules during protein synthesis; changes in DNA sequences, alter the amino acid sequences which results in changes in the form, and subsequent functionality of a protein.		How do mutations affect the behavior of proteins?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
BIO.A.1.2	Describe relationships between structure and function at biological levels of organization.	BIO.A.1.2.2	<ul style="list-style-type: none"> • Describe and interpret relationships between structure and function at various levels of biological organization (i.e., organelles, cells, tissues, organs, organ systems, and multicellular organisms).
BIO.A.2.2	Describe and interpret relationships between structure and function at various levels of biochemical organization (i.e., atoms, molecules, and macromolecules).	BIO.A.2.2.1-3	<ul style="list-style-type: none"> • Explain how carbon is uniquely suited to form biological macromolecules. • Describe how biological macromolecules form from monomers. • Compare the structure and function of carbohydrates, lipids, proteins, and nucleic acids in organisms.
BIO.A.2.3	Explain how enzymes regulate biochemical reactions within a cell.	BIO.A.2.3.1-2	<ul style="list-style-type: none"> • Describe the role of an enzyme as a catalyst in regulating a specific biochemical reaction.

			<ul style="list-style-type: none"> Explain how factors such as pH, temperature, and concentration levels can affect enzyme function.
BIO.B.1.2	Explain how genetic information is inherited.	BIO.B.1.2.1	<ul style="list-style-type: none"> Describe how the process of DNA replication results in the transmission and/or conservation of genetic information.
BIO.B.2.3	Explain how genetic information is expressed.	BIO.B.2.3.1	<ul style="list-style-type: none"> Describe how genetic mutations alter the DNA sequence and may or may not affect phenotype (e.g., silent, nonsense, frame-shift).
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> The way that information is coded in a DNA molecule The way information stored in DNA is used to produce specific protein molecules (Central Dogma of Molecular Biology) The form of an enzyme allows it to interact with a substrate(s) during chemical reactions 		<ul style="list-style-type: none"> Abstract the way in which a DNA molecule works, and apply it to an analogous situation such as written language Transcribe DNA into RNA code, and then translate it into a sequence of amino acids Explain why a DNA mutation is not always detrimental to an organism 	

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CV Priority Standard/PA Academic Standard			
3.1.10.A9: Compare and contrast scientific theories. Know that both direct and indirect observations are used by scientists to study the natural world and universe. Identify questions and concepts that guide scientific investigations. Formulate and revise explanations and models using logic and evidence. Recognize and analyze alternative explanations and models. Explain the importance of accuracy and precision in making valid measurements.			
Taught in Unit(s)			
Independent Study of Biology			
Explanation/Example of Standard			
Click here to enter text.			
Common Misconceptions			
Click here to enter text.			
Big Idea(s)		Essential Question(s)	
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Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
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Concepts (what students need to know)		Skills (what students must be able to do)	
Click here to enter text.		Click here to enter text.	

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CV Priority Standard/PA Academic Standard			
3.1.10.C1: Explain the mechanisms of biological evolution.			
Taught in Unit(s)			
Independent Study of Biology			
Explanation/Example of Standard			
<p>All life on Earth has descended from a common ancestor that lived at least 3.5 billion years ago; new species have diverged regularly because of the mutation of the genetic code that holds the instructions for life and the action of evolutionary forces acting upon them. An evolutionary force called Natural Selection acts as surviving organisms reproduce and pass their traits onto the subsequent generations; these offspring share the characteristics of their parents, which were most likely an advantage over the characteristics of those not lucky enough to survive.</p> <p>This repeating process of variation caused by mutation, selection and reproduction has caused the tree of life to blossom with new species competing to fill the ever expanding ecological niches.</p>			
Common Misconceptions			
<ul style="list-style-type: none"> ● Evidence is not a fact, and therefore unlikely to be an accurate explanation for the diversity of life on Earth. ● There is no evidence for evolution. ● The absence of “missing links” makes it impossible to trace the evolution of animals like humans from earlier forms of life. 			
Big Idea(s)		Essential Question(s)	
<ul style="list-style-type: none"> ● Evolution is a pattern we see in living things; natural selection is one of several processes that have caused it to occur. ● Although Natural Selection is often referred to as “survival of the fittest,” fitness is really a measure of reproductive success, rather than brute force or size. 		How did evolutionary forces lead to the patten we call evolution?	
Assessments			
See unit map for specific unit common assessments			
Assessment Anchor		Eligible Content	
BIO.B.3.1	Explain the mechanisms of evolution.	BIO.B.3.1.1	Explain how natural selection can impact allele frequencies of a population.
Click here to enter text.	Click here to enter text.	BIO.B.3.1.2	Describe the factors that can contribute to the development of new species (e.g., isolating mechanisms, genetic drift, founder effect, migration).

Click here to enter text.	Click here to enter text.	BIO.B.3.1.3	Explain how genetic mutations may result in genotypic and phenotypic variations within a population.
BIO.B.3.2	Analyze the sources of evidence for biological evolution.	BIO.B.3.2.1	Interpret evidence supporting the theory of evolution (i.e., fossil, anatomical, physiological, embryological, biochemical, and universal genetic code).
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Gene pool • Natural Selection • Evolutionary Forces (e.g. gene flow, genetic drift, non-random mating).- • Speciation.- • Evidence for evolution (i.e. vestigial traits, structural and biochemical homologies, fossil record) 		<ul style="list-style-type: none"> • Explain the process of natural selection using an example. • Explain how a given piece of evidence supports the theory of evolution. • Make a prediction about changes in the gene pool that may occur given the presence of an evolutionary force. 	