



Biology

Miller & Levine

Promote literacy
and understanding



Ken Miller and Joe Levine are active scientists and passionate storytellers. They want **Miller & Levine Biology** to inspire students to study biology. To do this, they combine an engaging narrative with inquiry activities, visual supports, teacher tools, and other reading aids to make the task of reading easier and increase the reader's comprehension.

Engaging
Narrative with
Accessible
Lexile Score

**Miller & Levine
Biology** tells the
story of biology
with a Lexile Score
appropriate for high
school students.



Visual Content

Visual Analogies, dynamic photos, illustrations, tables, and graphs help students understand each chapter's core ideas.

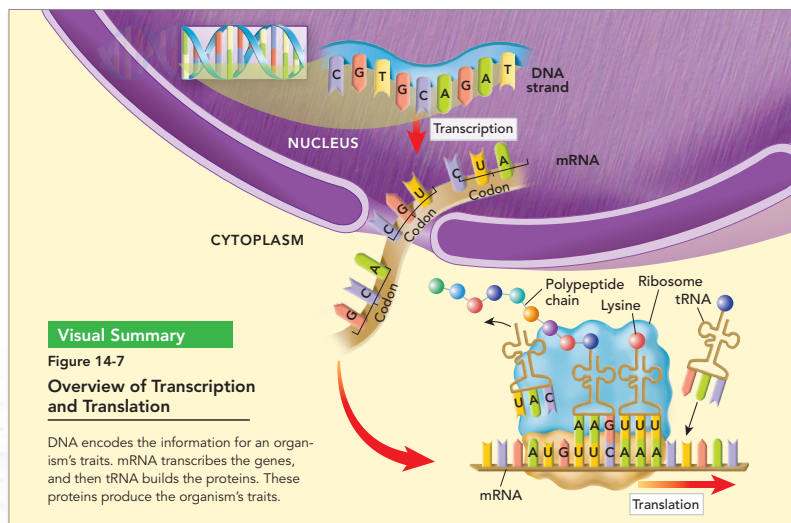
CASE STUDY

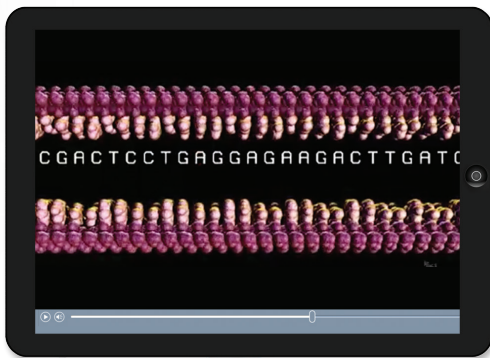
DNA—to test or not to test?

In 1990, scientists around the world launched the Human Genome Project. The goal was to determine the complete nucleotide sequence of human DNA, and to map the location of every gene. Thirteen years later, on time and under budget, the project was completed. The project revealed that there are approximately 20,000 genes, an unexpectedly small number given the

Storyline

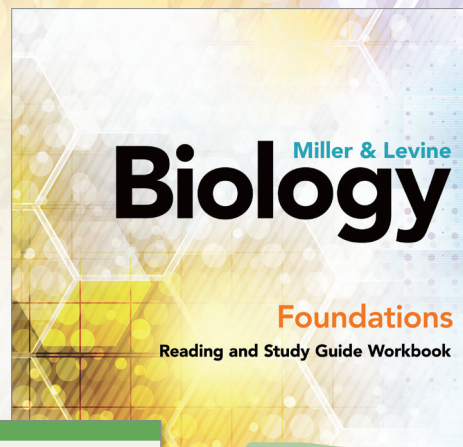
Dig into interesting biology phenomena and understand core scientific concepts. Each chapter begins with an authentic Case Study, a problem that drives scientific inquiry and provides a real-world storyline for the upcoming chapter content. Bundling performance expectations around a storyline increases student motivation and comprehension.





Videos, Animations and Interactivities

Digital content on the Savvas Realize™ digital platform explains complex topics in alternative ways—to improve media literacy and reach all students.



Biology Foundations: Reading and Study Guide Workbook

This workbook provides lesson summaries, vocabulary help, and reading tools and strategies. Build science literacy and improve students' abilities to read complex scientific text and comprehend abstract concepts.

Visual Reading Tool: How to Use a Pedigree

The sample pedigree below shows an example of how a dominant trait might pass through three generations of a family. Fill in the blanks to complete a key that explains how to read a pedigree.

Key

1. A _____
2. A _____
3. A vertical line _____
4. A horizontal line _____ female represents _____
5. Shading indicates _____
6. No shading indicates _____

BUILD Vocabulary

pedigree chart that shows the presence or absence of a trait according to the relationships within a family across several generations

Word Origins The word *pedigree* is based upon the Middle English word *pedegru*, which translates to "crane's foot." ☒ Why do you think a pedigree is compared to the foot of a crane?

READING TOOL

Academic Words

consequence a result or an effect of a condition or an action

☒ Explain why the presence of a recessive allele on one X chromosome often has different consequences for a man than for a woman.

DIFFERENTIATED INSTRUCTION

Support Struggling Students Make sure students understand that the superscripts in **Figure 15-4** are not exponents or additional alleles but labels that distinguish the two codominant alleles. Have them make a simpler version of the second column in the chart by rewriting the I^A , I^B , and i alleles as A, B, and O, respectively.

Support Advanced Students Students have learned that X-linked recessive traits are more common in males. Challenge students to infer whether the same is true for a trait controlled by a dominant allele on the X chromosome. (An X-linked trait controlled by a dominant allele is not necessarily more common in males. Both females and males would need to inherit just one dominant allele to have the trait.) Have students create Punnett squares showing different scenarios of how a dominant allele on the X chromosome would be passed to offspring.

Differentiated Instruction and ELD Support

Teaching strategies at point of use support modified instruction for special needs students, struggling students, less proficient readers, and advanced students. Writing, reading, and speaking and listening activities target language proficiency and ELD/ELA standards.

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