

# 2019 Unit 04: Evolution

Content Area: **Science**  
Course(s): **Honors Biology**  
Time Period: **April**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

---

Students construct explanations for the processes of natural selection and evolution and then communicate how multiple lines of evidence support these explanations. Students evaluate evidence of the conditions that may result in new species and understand the role of genetic variation in natural selection. Additionally, students can apply concepts of probability to explain trends in population as those trends relate to advantageous heritable traits in a specific environment. Students demonstrate an understanding of these concepts by *obtaining, evaluating, and communicating information* and *constructing explanations and designing solutions*. The crosscutting concepts of patterns and cause and effect support the development of a deeper understanding.

## Enduring Understandings

---

- Isolating mechanisms lead to speciation
- Measurement and observation tools are used to categorize, represent and interpret the natural world.
- The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.

## Essential Questions

---

- How do new species form from existing ones?
- How do we build and refine models that describe and explain the natural and designed world?
- How does natural selection encourage inter and intra-specific diversity over time?

## Student Learning Objectives (Performance Expectations)

---

- Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.] (HS-LS4-1)
- Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to

compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.] [Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.] (HS-LS4-2)

- Examine a group of related organisms using a phylogenetic tree or cladogram in order to (1) identify shared characteristics, (2) make inferences about the evolutionary history of the group, and (3) identify character data that could extend or improve the phylogenetic tree. (LS4.A)

## Science & Engineering Practices

---

9-12.HS-ETS1-1.1.1	Analyze complex real-world problems by specifying criteria and constraints for successful solutions.
9-12.HS-ETS1-3.6.1	Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
9-12.HS-ETS1-2.6.1	Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

## Disciplinary Core Ideas

---

9-12.HS-LS2-8.LS2.D.1	Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives.
9-12.HS-LS4-3.LS4.B.2	The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.
9-12.HS-LS4-5.LS4.C.1	Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species.
9-12.HS-LS4-2.LS4.C.1	Evolution is a consequence of the interaction of four factors:
9-12.HS-LS4-2.LS4.C.1.1	the potential for a species to increase in number,
9-12.HS-LS4-2.LS4.C.1.2	the genetic variation of individuals in a species due to mutation and sexual reproduction,
9-12.HS-LS4-2.LS4.C.1.3	competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and
9-12.HS-LS4-2.LS4.C.1.4	the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
9-12.HS-LS4-5.LS4.C.2	Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost.
9-12.HS-LS4-3.LS4.C.2	Adaptation also means that the distribution of traits in a population can change when conditions change.
9-12.HS-LS2-7.LS4.D.1	Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).
9-12.HS-LS2-7.LS4.D.2	Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or

inspirational value.

## Cross Cutting Concepts

---

9-12.HS-LS4-1.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.
9-12.HS-LS2-1.3.1	students understand the significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. They recognize patterns observable at one scale may not be observable or exist at other scales, and some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. Students use orders of magnitude to understand how a model at one scale relates to a model at another scale. They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).
9-12.HS-LS2-7.7.1	students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.

## Unit Sequence

---

- • A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment, and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence.
- • Communicate scientific information in multiple forms that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
- • Construct an explanation, based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future, that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
- • Different patterns in multiple lines of empirical evidence may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of common ancestry and biological evolution.
- • Empirical evidence is required to differentiate between cause and correlation and make claims about the process of evolution.
- • Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment.
- • Genetic information provides evidence of evolution. DNA sequences vary among species, but

there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.

- • Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information— that is, trait variation—that leads to differences in performance among individuals.
- • Observe patterns in multiple lines of empirical evidence at different scales and provide evidence for causality in explanations of common ancestry and biological evolution.
- • Understand the role each line of evidence has relating to common ancestry and biological evolution.
- • Use empirical evidence to explain the influences of: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment, on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species.
- Concepts
- Concepts
- Formative Assessment
- Formative Assessment
- Part A: How can someone prove that birds and dinosaurs are related?
- Part B: What is the relationship between natural selection and evolution?

## Standards / Indicators

---

SCI.HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
SCI.HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
SCI.HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
9-12.HS-LS4-4.LS4.C.1	Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

## Lesson Titles

---

- Darwinian evolution
- domains and kingdoms
- early ideas of evolution
- evidence for evolution
- fossil record and geological time scale

- origin of life on Earth
- primate evolution
- radiometric dating

## Career Readiness, Life Literacies & Key Skills

---

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Interdisciplinary Connections:

---

LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RST.9-10.2	Determine the central ideas, themes, 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.
LA.RST.9-10.3	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.
LA.WHST.9-10.7	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.
LA.WHST.9-10.8	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.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.

## **ELA/Literacy & Math Standards**

---

- • Cite specific textual evidence to support analysis of science and technical texts describing common ancestry and biological evolution, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- • Draw evidence from informational texts describing common ancestry and biological evolution to support analysis, reflection, and research.
- • Present claims and findings about common ancestry and biological evolution, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- • Represent evidence that common ancestry and biological evolution are supported by multiple lines of empirical evidence symbolically, and manipulate the representing symbols. Make sense of quantities and relationships to describe and predict common ancestry and biological evolution.
- • Write informative/explanatory texts describing common ancestry and biological evolution, including the narration of historical events, scientific procedures/experiments, or technical processes.
- English Language Arts/Literacy
- Mathematics

## **Instructional Strategies, Learning Activities, Levels of Blooms / DOK**

---

- amino acid comparison lab
- class discussion
- class notes
- Darwin journey timeline project
- demonstration
- fossil hominid lab
- origin of life debate
- poster presentation
- slide presentation
- TED talk
- video clip
- webquest
- worksheets

## **Modifications**

---

## **ELL Modifications**

---

- Focus on domain specific vocabulary and keywords
- Group students
- K-W-L charts (what I know - what I want to know - what I've learned).
- Provide ELL students with multiple literacy strategies
- Repeat, reword, clarify
- Tap prior knowledge
- Use graphic organizer
- Use real objects when possible

## **IEP & 504 Modifications**

---

- Focus on domain specific vocabulary and keywords
- modeling and showing lots of examples
- non-verbal redirection of behaviors
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)

## **Gifted and Talented Modifications**

---

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a specific career they are interested in? How would this apply to their interest?)
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- Evaluation of thesis statements
- Generating and testing hypotheses
- Graph analysis / interpretation
- Journal article analysis

## **At Risk Modifications**

---

- additional help during tutoring/Delsea One/Academic Enrichment
- hands-on Instruction
- modeling and showing lots of examples
- review, restate, reword directions
- testing modifications

## **Alternative Assessments**

---

Performance tasks  
Project-based assignments  
Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Benchmark Assessments**

---

Skills-based assessment  
Reading response  
Writing prompt  
Lab practical

## **Formative Assessment**

---

- exit ticket
- google survey
- Kahoot
- KWL form
- lesson summary
- previous class review
- question of the day
- Think-pair-share

## **Summative Assessment**

---

- benchmark assessment / marking period assessment
- Darwin life quiz
- evolution quiz
- evolution test
- origin of life quiz

## **Resources and Materials**

---



- Evolution Webquest: In this Evolution WebQuest, students investigate evidence for evolution. Teams are responsible for learning about fossil evidence, structural evidence, and genetic evidence for evolution and presenting this information to the class.

<http://www.pbs.org/wgbh/evolution/educators/lessons/lesson3/act2.html>

- Google Classroom
- textbook

## Technology

---

- chromebooks
- <https://www.hhmi.org/biointeractive/lizard-evolution-virtual-lab>
- <https://www.pbs.org/wgbh/nova/labs/lab/evolution/>
- internet

TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.12.C	Design: The design process is a systematic approach to solving problems.