

6 Science Unit 3: Adaptations

Content Area: **Science**
Course(s):
Time Period: **Marking Period 4**
Length: **9 Weeks**
Status: **Published**

Unit Overview

The History of Life on Earth

Kilauea is an active volcano in Volcanoes National Park, Hawaii. Every day energy flows through the volcano and moves matter in the form of hot, molten lava. Create an exhibit for the park using graphics, pictures, and text to explain these volcanic processes.

The Evolution of Life

As evolutionary biologists, students will collect data about the survival, anatomy, and evolutionary history of whales. They will analyze the data to explain why whales have internal organs more similar to those of mammals that live on land. Finally, they will try to determine which organism is the closest living relative to the whale.

Human Impacts on Evolution

As part of a bioethics committee, you will research and debate if and how humans should deal with rapid environmental changes that affect the survival and evolution of other organisms. You'll try to decide whether to mitigate the speed of the environmental changes, use technology to change the rate of evolution, or come to a completely different solution.

Standards

Science and Engineering Practices

- Analyzing and Interpreting Data
- Asking Questions and Defining Problems
- Constructing Explanations and Designing Solutions
- Developing and Using Models
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Planning and Carrying Out Investigations
- Using Mathematics and Computational Thinking

Crosscutting Concepts

- Cause and Effect
- Patterns

- Scale, Proportion, and Quantity
- Stability and Change
- Structure and Function
- Stems and System Models

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| SCI.MS-ESS3-4 | Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. |
| SCI.MS-ESS1-4 | Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. |
| SCI.MS-ETS1-2 | Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. |
| SCI.MS-ETS1-1 | Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. |
| SCI.MS-ETS1-4 | Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. |
| SCI.MS-LS4-4 | Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. |
| SCI.MS-LS4-2 | Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. |
| SCI.MS-LS4-5 | Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. |
| SCI.MS-LS4-3 | Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. |
| SCI.MS-LS4-6 | Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. |
| SCI.MS-LS3-1 | Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. |
| SCI.MS-LS4-1 | Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. |

Materials

Core Materials:

- TCI Adaptations Text and Online Resources
 - The Earth-Sun-Moon System
 - The Solar System
 - The Solar System and Beyond
- Teacher Created Labs

Supplemental Materials:

- [Gizmos](#)

- [BrainPop resources](#)
- [GRC Lessons](#)
- [Nearpod Activities](#)

Technology

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| CS.6-8.8.1.8.DA.1 | Organize and transform data collected using computational tools to make it usable for a specific purpose. |
| CS.6-8.8.2.8.ED.2 | Identify the steps in the design process that could be used to solve a problem. |
| CS.6-8.8.2.8.ED.3 | Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch). |
| TECH.9.4.8.CT.1 | Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Quizzes
- Exit Tickets
- Labs

Summative Assessment

- Unit Tests
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples...

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks

- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe
- Newsela leveled reading passages

504

Follow 504 Plan which may contain some of the following examples...

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during intervention
- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks

- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

Gifted & Talented

- Independent projects
- STEM Projects

Interdisciplinary Connections

Connections to NJSL - English Language Arts

Reading

- RI.6.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing

- W.6.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Connections to NJSL - Mathematics

Math Practices

- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Use appropriate tools strategically.

Math Content Standards

- 6EEC. Represent and analyze quantitative relationships between dependent and independent variables.
- 6RPA3 Use ratio and rate reasoning to solve real-world and mathematical problems

Career Readiness, Life Literacies, and Key Skills

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| TECH.9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |
| TECH.9.4.8.TL.1 | Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. |
| TECH.9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |
| TECH.9.4.8.IML.12 | Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. |

Career Ready Practices

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence