8 Science Unit 1b: Adaptations

Content Area: **Science**
Course(s):
Time Period: **Marking Period 2**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The History of Life on Earth

As a paleontologist, students will collect data from one of six fossil sites around the world. They will analyze the data and find patterns between different fossil sites to form a more comprehensive view of the history of life on Earth.

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

6-8.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.
6-8.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.
6-8.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.
6-8.MS-LS4-1.LS4.A	Evidence of Common Ancestry and Diversity

Materials

Core Materials:

- TCI Adaptations Text and Online Resources
  - The History of Life on Earth
  - The Evolution of Life
  - Human Impacts on Evolution
- Teacher Created Labs

Supplemental Materials:

- Gizmos
- BrainPop resources
- GRC Lessons
- Nearpod Activities

Technology

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).
8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
8.2.8.ED.2	Identify the steps in the design process that could be used to solve a problem.
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).

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 NJSLS - English Language Arts

Reading

RI.8.1. 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.8.2. 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.8.7. 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.8.9. 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.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.2. 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 NJSLS - 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.

RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
RI.CI.8.2	Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.AA.8.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.CT.8.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.IW.8.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Career Readiness, Life Literacies, and Key Skills

9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

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