

# Unit 08: Diversity of Biology: Organism Form & Function

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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LA.K-12.NJSLSA.R	Reading Key Ideas and Details
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
LA.RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

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## **Technology / Integration of Computer Science and Design Thinking**

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## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section**

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## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section**

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see Crosswalks

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## **21st Century Life and Careers**

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## **Stage I: Desired Results**

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## **Transfer/Overview/Rationale**

<b>Transfer / Overview / Rationale</b>
<p>Unit Rationale</p> <p>The purpose of this unit...</p> <p>Take what was learned in prior units to explain how form of an organism is directly related to the function of the organism. The students should also be able to relate the embryonic development of organisms to the function of the adult organism.</p>

## Meaning

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## Essential Questions

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### Essential Questions

- How do the embryonic layers of a developing animal relate to the tissues of the animal?
- How are an animal's form and function correlated?
- Why is it essential for an animal to maintain a proper diet?
- Why do animals have a circulatory system?
- How does the immune system protect an animal?
- How do different species of animals excrete their nitrogenous waste?
- How do hormones trigger pathways in the animal body?
- Why are phylogenies important to the understanding of how species have evolved?
- Why have prokaryotes been so successful on Earth?
- What is the role of protists in the world?
- Why are fungi so important to the welfare of humans?
- Why are invertebrates so successful?

## Enduring Understanding/Indicators of Understanding

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### Enduring Understanding/Indicators of Understanding

Students will understand that:

- 1.A Change in the genetic makeup of a population over time is evolution.

1.B Organisms are linked by lines of descent from common ancestry.

2.A Growth, reproduction and maintenance of the organization of living systems require free energy and matter.

2.C Organisms use feedback mechanisms to regulate growth and reproduction, and to maintain dynamic homeostasis.

2.D Growth and dynamic homeostasis of a biological system are influenced by changes in the system's environment.

2.E Many biological processes involved in growth, reproduction and dynamic homeostasis include temporal regulation and coordination.

3.E Transmission of information results in changes within and between biological systems.

4.A Interactions within biological systems lead to complex properties.

4.B Competition and cooperation are important aspects of biological systems.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

- Animals are multicellular, heterotrophic eukaryotes with tissues that develop from embryonic layers
- Animal form and function are correlated at all levels of organization
- An animal's diet must supply chemical energy, organic molecules, and essential nutrients
- Circulatory systems link exchange surfaces with cells throughout the body
- Disruptions in immune systems function can elicit or exacerbate disease
- An animal's nitrogenous wastes reflect its phylogeny and habitat
- Hormones and other signaling molecules bind to target receptors, triggering specific responses
- Both asexual and sexual reproduction occur in the animal kingdom
- Neuron organization and structure reflect function in information transfer
- Phylogenies are used to show evolutionary relationships
- Prokaryotes ability to adapt has contributed to their success on Earth
- Protists play key roles in ecological relationships
- Fungi play key roles in nutrient cycling, ecological interactions and human welfare
- Invertebrates account for 95% of known species and occupy almost every habitat

## **Skills**

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### Skills

Student will be skilled at ...

- Explain how animal tissue form
- Explain how animal form and function is related to the organization of the animal
- List the essential nutrients animal need to survive
- Explain how the circulatory system works
- Explain how an animals habitats affects its ability to release nitrogen waste
- Explain how hormone affect animals
- Explain the different types of animals reproduction
- Explain how the organization of neuron helps in the function of the animal
- Explain how phylogenies show evolutionary relationship
- Identify organisms based on their characteristics

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

- Internet
- Textbook
- Library
- Powerpoint

## **Formative Assessment Strategies**

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Formative Assessment Strategies

- Teacher questioning
- Weekly quizzes
- Do Nows

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

- Taxonomy project
- Lectures on diversity of organisms form and Function

[4-11-14 Lesson Plan - AP Biology.doc](#)

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs

students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.