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| Standards (content area) | |
| Bio.3.4 : Explain the theory of evolution by natural selection as a mechanism for how species  change over time.  Bio.3.5 : Analyze how classification systems are developed based upon speciation. | |
| Standards (technology) | |
| HS.SI.1 : Evaluate resources needed to solve a given problem.  HS.TT.1 : Use technology and other resources for assigned tasks. | |
| Unit Goals | |
| * Upon completing this unit, students will understand the evolutionary worldview and be able to explain why evolution is the unifying theory of biology. * Students will be able to analyze evidence of evolution and its contribution to how life evolved and is evolving. * Students will be able to explain the process and importance of classification. | |
| Unit Objectives | Unit Assessments |
| * After choosing an adaptation of a plant or animal, the student will be able to write alternative scenarios describing how the trait may have evolved from Lamark and Darwin’s point of view. * After debating the topic of antibiotic resistance in cooperative groups, the student will be able to describe his or her viewpoint on the debate in three paragraphs using complete sentences. * When given a set of fingerprints, the student will be able to develop a classification system for a set of fingerprints according to the rubric. * When given examples and non-examples of appropriate characteristics used to classify organisms, the student will be able to construct a dichotomous key for a group of items. | * The student will select an adaptation of a plant or animal and write alternative scenarios explaining how the trait might have evolved according to Lamark, then another scenario using Darwin’s ideas. Graded on completion and accuracy. * Following the debate, the student must defend his or her preferred position in a 3-paragraph summary. Answers to three questions must be included: What information was useful? What information was not useful? Any surprising information? Graded on completeness. * When given a set of fingerprints, the student must display the fingerprints on a piece of construction paper and explain in 3-5 sentences how and why they classified the fingerprints.   **Rubric**: 2 points for neatness; 3 points for appropriate explanations.   * Students will create and depict a dichotomous key on a piece of computer paper or construction paper. The key will be graded according to the rubric.   **Rubric**: 3 points for neatness; 1 point for easiness to follow the key; 1 point for accuracy of key |