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**Quarter 4- Curriculum Map for Biology**

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| TN Standards | Embedded Standards | Learning Outcomes | Adopted Resources | Supplemental Resources |
|  **Unit 9- Evolution and Classification-3 weeks** |  |
| CLE 3210.5.4Summarize the supporting evidence for the theory of evolution. CLE 3210.5.1Associate structural, functional, and behavioral adaptations with the ability of organisms to survive under various environmental conditions.CLE 3210.5.2Analyze the relationship between form and function in living things. CLE 3210.5.3Explain how genetic variation in a population and changing environmental conditions are associated with adaptation and the emergence of new species. CLE 3210.5.5 Explain how evolution contributes to the amount of biodiversity. CLE 3210.5.6Explore the evolutionary basis of modern classification systems.  | CLE 3210.Inq. 1Recognize that science is a progressive endeavor that reevaluates and extends what is already accepted.CLE 3210.Inq. 5Compare experimental evidence and conclusions with those drawn by others about the same testable question.CLE 3 210.Inq.6Communicate and defend scientific findings. CLE 3210.T/E.1 Explore the impact of technology on social, political, and economic systems.CLE 3210.T/E.4 Describe the dynamic interplay among science, technology, and engineering within living, earth-space, and physical systems. | SPI 3210.5.4Describe the relationship between the amount of biodiversity and the ability of a population to adapt to a changing environment. SPI 3210.5.1Compare and contrast the structural, functional, and behavioral adaptations of animals or plants found in different environments. SPI 3210.5.2Recognize the relationship between form and function in living things. SPI 3210.5.3Recognize the relationships among environmental change, genetic variation, natural selection, and the emergence of a new species. SPI 3210.5.5Apply evidence from the fossil record, comparative anatomy, amino acid sequences, and DNA structure that support modern classification systems.  SPI 3210.5.6Infer relatedness among different organisms using modern classification systems.  | Text Prentice HallCh 15 (pp 373-386).SE Biology and History- Origins of Evolutionary Thought p. 374.SE Quick LabNew vegetables from old?, p. 379SE Chapter Lab-Modeling Adaptation, p. 387.Lab Manual A-Ch 15Text - Ch 16 (393-410)SE Inquiry ActivityDoes sexual reproduction change genotype ratios?,p.392.SE: Quick Lab-Can the environment affect survival?, p.398.SE: Analyzing Data-How are These Fish Related?, p.408.SE: Issues in Biology:Should the Use of Antibiotics be Restricted?,p. 403.Text-Prentice HallCh 17 (pp. 417-422, 435-440).SE Inquiry ActivityHow can you date a rock?,p. 416.SE: Analyzing Data-Changing Number of Marine Families, p.438.SE-Chapter LabModeling Coevolution, p.441.Text-Prentice HallChapter 18 (pp 447-461).SE: Quick LabHow is a cladogram constructed?p.453.SE: Chapter LabClassifying Organisms Using Dichotomas Keys, pp. 462-463.Lab Manual ALab 18 | Natural Selection Within a Species-Biology Junction-<http://www.biologyjunction.com/natural_selection_peanut_activit.htm>Survival of the Fittest- Biology Junction<http://www.biologyjunction.com/natural_selection_peanut_activit.htm>Making a Cladogram – Biology Junction<http://www.biologyjunction.com/natural_selection_peanut_activit.htm>Dichotomous Keying – Biology Junction<http://www.biologyjunction.com/natural_selection_peanut_activit.htm>Alien Taxonomy – Biology Junction<http://www.biologyjunction.com/natural_selection_peanut_activit.htm>Simple Organisms Key – Biology Junction<http://www.biologyjunction.com/natural_selection_peanut_activit.htm>How New Species Evolve<http://www.pbslearningmedia.org/resource/tdc02.sci.life.evo.lp_newspecies/how-new-species-evolve/>Biodiversity Activities<http://www.accessexcellence.org/AE/ATG/data/released/0534-KathyParis/>  |
| TN Standards | Embedded Standards | Learning Outcomes | Adopted Resources | Supplemental Resources |
|  **(Unit 10- -Biology EOC preparation-3 weeks)** |  |
|  |  |  |  | Practice Tests and Samplers -Department of Ed. TN (3 practice & 7 samplers)<http://tn.gov/education/assessment/samplers.shtml>Practice Test- TN<http://www.tn.gov/education/assessment/eoc/tst_eoc_bio1_pt_form2.pdf>Biology Sampler- Flow of Matter and Energy<http://www.tn.gov/education/assessment/eoc/tst_eoc_bio1_pt_form2.pdf>EOC Practice Test #3<http://www.eag.rcs.k12.tn.us/teachers/McClaranM/documents/bio.EOC.prac.test.3_000.pdf> |