

ZOOLOGY I – INVERTEBRATES (.5 CREDITS) 2021 – 2022 PACING GUIDE



WEST BOLIVAR
CONSOLIDATED SCHOOL DISTRICT

*If on block schedule, please note that this course should be completed at the half-year mark of the semester.

BIG GOAL: Students will survey the major phyla of Kingdom Animalia (invertebrates) with lab activities, research, and modern applications of biotechnology.

FIRST NINE WEEKS

PERFORMACNCE OBJ(S).	ACADEMIC FOCUS	OBJECTIVE STATEMENTS – MS CCRS
SEP(s)	<p>Online Etiquette and Routines/1st Day Lessons</p> <p>Characteristics of Life</p>	<p>SCIENCE AND ENGINEERING PRACTICES</p> <ol style="list-style-type: none"> Asking questions and defining problems Planning and carrying out investigations Analyzing and interpreting data Developing and using models Constructing explanations and designing solutions Engaging in argument from evidence Using mathematics and computational thinking Obtaining, evaluating, and communicating information <ul style="list-style-type: none"> Review The Characteristics of Life
ZOO.1.1 ZOO.1.2 ZOO.1.3 ZOO.1.4 ZOO.1.5 ZOO.1.6	Taxonomy and Classification of Living Organisms	<ol style="list-style-type: none"> Develop and use dichotomous keys to distinguish animals from protists, plants, and fungi. Describe how the fossil record documents the history of life on earth. Recognize that the classification of living organisms is based on their evolutionary history and/or similarities in fossils and living organisms. Construct cladograms or phylogenetic trees to show the evolutionary branches of an ancestral species and its descendants. Design models to illustrate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations Enrichment: Use an engineering design process to develop an artificial habitat to meet the requirements of a population that has been impacted by human activity.*
UNIT REVIEW; UNIT TEST		
ZOO.2.1 ZOO.2.2 ZOO.2.3 ZOO.2.4 ZOO.2.6 ZOO.2.7 ZOO.2.9 ZOO.2.10	<p>Phylum Porifera</p> <p>Phylum Cnidaria</p>	<ol style="list-style-type: none"> Differentiate among asymmetry, radial symmetry, and bilateral symmetry in an animal's body plan. Identify the anatomy and physiology of a sponge, including how specialized cells within sponges work cooperatively without forming tissues to capture and digest food. Describe the importance of phylum Porifera in aquatic habitats. Create a model, either physical or digital, illustrating the anatomy of a sponge, tracing the flow of water. Contrast the polyp lifestyle of most Cnidarians with the medusa lifestyle of jellyfish, including how both utilize a single body opening. Describe how nematocysts (stinging cells) of Cnidarians are used for capturing food and for defense. Describe the ecological importance of and human impacts on coral reefs. Create a digital or physical model illustrating the anatomy of a cnidarian, citing similarities and differences between polyps and medusas.
UNIT REVIEW; UNIT TEST		

<p>ZOO.3.1 ZOO.3.2 ZOO.3.3 ZOO.3.4 ZOO.3.5 ZOO.3.6 ZOO.3.7 ZOO.3.8</p>		<p>3.1 Considering the diversity of mollusks, explain how they all share a common body plan (i.e., mantle, visceral mass, and foot). 3.2 Describe why mollusks are classified as eucoelomates. 3.3 Explain how the mantle is used in forming the shell. 3.4 Describe how the radula is used in feeding. 3.5 Develop a dichotomous key to contrast characteristics of gastropods, bivalves, and cephalopods. 3.6 Examine how the unique characteristics of cephalopods lead to survival. 3.7 Create a model comparing the anatomy of gastropods, bivalves, and cephalopods. 3.8 Enrichment: Use an engineering design process to model the jet propulsion utilized by cephalopods in mechanical design of fluid systems (e.g., improving hydraulic systems).*</p>
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UNIT REVIEW; UNIT TEST

REVIEW – TAXONOMY AND CLASSIFICATION

REVIEW – PHyla PORIFERA, CNIDARIA, AND MOLLUSCA

1st TERM ASSESSMENT

SECOND NINE WEEKS

PERFORMACNCE OBJ(S).	ACADEMIC FOCUS	OBJECTIVE STATEMENTS – MS CCRS
ZOO.4.1 ZOO.4.2 ZOO.4.3 ZOO.4.3 ZOO.4.5 ZOO.4.6	Phylum Platyhelminthes (Flatworms) Phylum Nematoda (Roundworms) Phylum Annelida (Segmented Worms)	4.1 Define and describe the closed circulatory system of an annelid. 4.2 Differentiate between parasitic and free living. 4.3 Compare and contrast the characteristics and lifestyles of flatworms, roundworms, and segmented worms. 4.4 Create a model comparing acoelomate, pseudocoelomate, and eucoelomate body plans of Platyhelminthes, Nematoda, and Annelida. 4.5 Describe the evolutionary importance of the segmented body plans of annelids. 4.6 Dissect representative taxa, and compare their internal and external anatomy and complexity.
UNIT REVIEW; UNIT TEST		
ZOO.5.1 ZOO.5.2 ZOO.5.3 ZOO.5.4 ZOO.5.5 ZOO.5.6 ZOO.5.7 ZOO.5.8 ZOO.5.9	Phylum Arthropoda	5.1 Describe the evolutionary advantages of segmented bodies, hard exoskeletons, and jointed appendages to arthropods and how they contribute to arthropods being the largest phyla in species diversity and the most geographically diverse. 5.2 Explain how the exoskeleton is used in locomotion, protection, and development. 5.4 Identify organisms and characteristics of chelicerates, crustaceans, and insects. 5.5 Describe the importance of toxins for arachnids, such as spiders and scorpions. 5.6 Describe the importance of chela for decapods, such as lobsters and crabs. 5.7 Differentiate between complete and incomplete metamorphosis in insects' life cycles. 5.8 Explain the importance of eusociality in insects, such as ants, bees, and termites. 5.9 Dissect representative taxa, and compare their internal and external anatomy and complexity.
UNIT REVIEW; UNIT TEST		
ZOO.6.1 ZOO.6.2 ZOO.6.3 ZOO.6.4 ZOO.6.5 ZOO.6.6	Phylum Echinodermata	6.1 Recognize that the echinoderms have spines on their skin that are extensions of plates that form from the endoskeleton. 6.2 Explain how the starfish inverts its stomach for external digestion of food. Describe sea urchins' and sea cucumbers' defense structures and behaviors. 6.3 Describe the sexual and asexual reproduction of starfish. 6.4 Describe how the water vascular system is used for locomotion, feeding, and gas exchange. 6.5 Research, analyze, and communicate implications of applying the regeneration of starfish to human medicine. 6.6 Dissect representative taxa and compare their internal and external anatomy and complexity.
UNIT REVIEW; UNIT TEST		
ZOO.2.5 ZOO.2.8 ZOO.4.7 ZOO.4.8 ZOO.5.3 ZOO.6.7	Enrichment	2.5 Enrichment: Use an engineering design process to determine the quantity of water that may be absorbed per unit in a natural sponge versus a synthetic sponge.* 2.8 Enrichment: Utilize an engineering design process to create a simulated nematocyst, including possible biomimicry use.* 4.7 Enrichment: Design, conduct, and communicate results of an experiment demonstrating the importance of flatworms, roundworms, and annelids for human use (e.g., the earthworm in agriculture and the leech in medicine). 4.8 Enrichment: Use an engineering design process to design and construct a system to utilize flatworms, roundworms, or annelids to meet a human need.* 5.3 Enrichment: Use an engineering design process to develop a biomimicry of an arthropod's exoskeleton to meet a human need.* 6.7 Enrichment: Use an engineering design process to model the water vascular system in hydraulic systems to meet a societal need.
UNIT REVIEW; UNIT TEST		
REVIEW – PHYLA PLATYHELMINTHES, NEMATODA, AND ANNELIDA; REVIEW – PHYLA ARTHROPODA AND ECHINODERMATA		
2ND TERM ASSESSMENT		

Note: "Enrichment" standards will be taught if time permits. Engineering standards are represented in some performance objectives with specific wording that will prompt students to approach learning and exploration using the engineering process. These performance objectives are marked with an * at the end of the statement.

ZOOLOGY II – VERTEBRATES (.5 CREDITS) 2021 – 2022 PACING GUIDE



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THIRD NINE WEEKS

PERFORMACNCE OBJ(S). SEP(s)	ACADEMIC FOCUS	OBJECTIVE STATEMENTS – MS CCRS
	1 st Day Lessons	<p>SCIENCE AND ENGINEERING PRACTICES</p> <ol style="list-style-type: none"> Asking questions and defining problems Planning and carrying out investigations Analyzing and interpreting data Developing and using models Constructing explanations and designing solutions Engaging in argument from evidence Using mathematics and computational thinking Obtaining, evaluating, and communicating information
<p>ZOO.1.1 ZOO.1.2 ZOO.1.3 ZOO.1.4 ZOO.1.5 ZOO.1.6</p>	<p>Taxonomy and Classification of Living Organisms</p>	<p>1.1 Develop and use dichotomous keys to distinguish animals from protists, plants, and fungi.</p> <p>1.2 Describe how the fossil record documents the history of life on earth.</p> <p>1.3 Recognize that the classification of living organisms is based on their evolutionary history and/or similarities in fossils and living organisms.</p> <p>1.4 Construct cladograms or phylogenetic trees to show the evolutionary branches of an ancestral species and its descendants.</p> <p>1.5 Design models to illustrate the interaction between changing environments and genetic variation in natural selection leading to adaptations in populations and differential success of populations</p> <p>1.6 Enrichment: Use an engineering design process to develop an artificial habitat to meet the requirements of a population that has been impacted by human activity.*</p>
UNIT REVIEW; UNIT TEST		
<p>ZOO.7.1 ZOO.7.2 ZOO.7.3 ZOO.7.4 ZOO.7.5 ZOO.7.6 ZOO.7.7</p>	<p>Phylum Chordata</p> <p>Class Chondrichthyes</p> <p>Class Osteichthyes</p>	<p>7.1 Students will understand why evolutionary changes lead to the diversity of fish and how they have adapted to the different aquatic environments.</p> <p>7.2 Compare and contrast the characteristics of class Chondrichthyes and Osteichthyes.</p> <p>7.3 Identify specific fish species and characteristics that differentiate class Chondrichthyes (e.g., sharks, skates, and rays).</p> <p>7.4 Describe how the body and jaw design of sharks make them adept predators</p> <p>7.5 Label and describe functions of the anatomical features of the bony fish, including internal organs, lateral line system, operculum, swim bladder, and external fins.</p> <p>7.6 Research, analyze, and communicate the effects of urbanization and continued expansion by humans on the biodiversity of fish species (e.g., overfishing and invasive species).</p> <p>7.7 Dissect representative taxa and compare their internal and external anatomy and complexity</p>
UNIT REVIEW; UNIT TEST		
REVIEW – PHYLUM CHORDATA, CLASS CHONDRICHTHYES, CLASS OSTEICHTHYES		
3RD TERM ASSESSMENT		

FOURTH NINE WEEKS

PERFORMACNCE OBJ(S).	ACADEMIC FOCUS	OBJECTIVE STATEMENTS – MS CCRS
ZOO.8.1 ZOO.8.2 ZOO.8.3 ZOO.8.4 ZOO.8.5 ZOO.8.6 ZOO.8.7 ZOO.8.8 ZOO.8.9 ZOO.8.10	Phylum Chordata, Class Amphibia and Reptilia	8.1 Understand the evolution of tetrapods and the development of the structure and function of body systems and life cycles. 8.2 Describe the constraints that require amphibians to spend part of their lives in water and part on land, including the morphological and physiological changes as they pass from one stage of their life cycle to the next. 8.3 Describe adaptations that have led to reptiles living on land successfully. 8.4 Define what it means to be ectothermic, and identify ways in which reptiles regulate their body temperature. 8.5 Describe how snakes use chemosensory to locate and track prey. 8.7 Compare and contrast living and extinct reptiles. 8.8 Explain the importance of tetrapod evolution. 8.9 Identify the amniotic egg as the major derived characteristic of reptiles. 8.10 Dissect representative taxa and compare their internal and external anatomy and complexity.
UNIT REVIEW; UNIT TEST		
ZOO.9.1 ZOO.9.2 ZOO.9.3 ZOO.9.4 ZOO.9.5 ZOO.9.6 ZOO.9.7 ZOO.9.8 ZOO.9.9 ZOO.9.10 ZOO.9.11 ZOO.9.12 ZOO.9.13 ZOO.9.14	Phylum Chordata, Class Aves	9.1 Trace the evolutionary history of modern birds beginning with the theropods. Relate how today's birds have adapted to changing environments. 9.2 Describe the fossil evidence that indicates that birds evolved from two-legged dinosaurs called theropods. 9.3 Define the term endothermic, and describe how birds regulate body temperature in extreme environments. 9.4 Enrichment: Use an engineering design process to model biomimicry of endothermic temperature regulation to meet a sustainable need.* 9.5 Explain how birds of prey use their keen sense of sight to locate and attack prey. 9.6 Describe how corvids use their intellect for problem solving and locating food storage. 9.7 Explain the importance of the evolution of flight and feathers, including the morphological and physiological adaptations needed to sustain flight. 9.8 Enrichment: Use an engineering design process to utilize a bird's flight adaptations in the development of a flying aircraft (e.g., glider, plane).* 9.9 Demonstrate how different adaptations of the bird beak and feet allow them to feed and survive in different environments. 9.10 Enrichment: Based on an understanding of biomimicry, use an engineering design process to develop a tool based on a bird's beak/feet to meet a human need.* 9.11 Describe the parenting behavior of different birds in order to incubate their eggs and care for hatchlings. 9.12 Enrichment: Use an engineering design process to design and construct an incubator for hatching abandoned eggs.* 9.13 Explain the reasons for bird migration and the innate behavior of migratory birds. 9.14 Dissect representative taxa and compare their internal and external anatomy and complexity.
UNIT REVIEW; UNIT TEST		
ZOO.10.1. ZOO.10.2 ZOO.10.3 ZOO.10.4 ZOO.10.5 ZOO.10.6 ZOO.10.7	Phylum Chordata, Class Mammalia	10.1 Understand the characteristics and behaviors that distinguish mammals from other phyla, and use characteristics and behaviors to distinguish the major orders, including primates. Explain how human impact has changed the environments of other organisms. 10.2 Describe the characteristics of the first true mammal. 10.3 Distinguish among monotremes, marsupials, and eutherians, and describe the importance and differences in the placenta in marsupials and eutherians. 10.4 Describe characteristics that make primates unique, including investigating how the center of gravity relates to the evolution of bipedalism. 10.5 Dissect representative taxa and compare their internal and external anatomy and complexity. 10.6 Explain how human impacts have changed the environment of aquatic and terrestrial organisms (e.g., habitat destruction, urbanization, and climate change).

	10.7 Enrichment: Use an engineering design process to develop a possible solution to an environmental issue that currently exists in an ecosystem.*
UNIT REVIEW; UNIT TEST	
REVIEW – PHYLUM CHORDATA, CLASSES AMPHIBIA, REPTILIA, & AVES	
REVIEW – PHYLUM CHORDATA, CLASS MAMMALIA	
4TH TERM ASSESSMENT/FINAL EXAM	

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