

Grade 8 Science

Targeted Goals from Stage 1: Wacky Animal Project

Content Knowledge: Students will demonstrate their knowledge acquired throughout the Genetics/Natural Selection Unit.

Vocabulary: Mutation, adaptation, select/selection, heredity/inheritance, trait, genes, environmental change

Skills: To synthesize information, communicate learning.

Expectation: Wacky Animal Project serves as the PBA to the Genetics/Natural Selection Unit.

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
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| <p>Monday:</p> <p>Open the main Wacky Animals document, and the Pictures of Wacky Animals document.</p> <p>Today, you will complete the tasks on page 1 of the main directions document. These are Steps 1 through 2. Spend time going through all of the options for animals to choose. There are links to videos to watch on the animals. You can certainly do more research on your animal if you are curious, just remember to keep track of your sources and document them on the last page of the document.</p> | <p>Wacky Animals Document: (posted in Google classroom)</p> <p>Pictures of Wacky Animals: (posted in Google classroom)</p> | <p>Pick one wacky animal, complete research on whichever animal you have chosen. Note 3 unique characteristics about the animal and think about how and why these adaptations may have come into being.</p> |
| <p>Tuesday:</p> <p>Today, you will complete Step 3 and START Step 4 in the Wacky Animals Document. For Step 4 today, complete Feature 1's tasks.</p> | | <p>Your teacher will pop in to your document to check on your progress. If you get stuck, email your teacher.</p> <p>Make sure you read the example carefully and check out the links in the example too. Model your responses after the example.</p> |
| <p>Wednesday:</p> <p>Today you will finish Step 4 in the Wacky Animals Document by filling your responses to Feature 2 and</p> | | <p>Your teacher will pop in to your document to check on your progress. If you get stuck, email your teacher.</p> <p>Study the example from the teacher,</p> |

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| Feature 3. | | and model your response after it. |
| <p>Thursday:</p> <p>You should be starting Step 5 today, and finishing it tomorrow.</p> | <p>Environmental changes: (posted in Google classroom)</p> | <p>From the document “Environmental changes” pick one environmental change and hypothesize how this environmental change would cause additional adaptations for the animal to allow for its continued survival.</p> <p>Your teacher will pop in to your document to check on your progress. If you get stuck, email your teacher.</p> <p>Study the example from the teacher, and model your response after it.</p> |
| <p>Friday:</p> <p>You should be finishing Step 5 and the entire assignment today. Make sure you take a look at the rubric towards the end of the document, and that you have listed your resources used on the very last page of the document.</p> | <p>When you are finished either submit through google classroom, or share the document with your teacher.</p> | <p>Don’t hesitate to reach out if you have questions.</p> <p>The assignment rubric can be found on the second to last page of the Wacky Animals document.</p> |

Week criteria for success (attach student checklists or rubrics): Students will be able to demonstrate how their knowledge of genetics and mutations leads to natural selection during environmental changes allowing them to survive and flourish in a changed environment. Students will hand in a completed copy of the Wacky Animals document.

Supportive resources and tutorials for the week (plans for re-teaching): Resources for this assignment include the Pictures of Wacky Animals document that has links to videos and resources too.