



UNIT GRAPHIC ORGANIZER

SUBJECT: SCIENCE _____

UNIT: 2

COURSE: SIXTH GRADE

TEACHER: ALBERTO VALERO - NOELIA VEGA

DATE: APRIL 13

Animal groups and their characteristics

THROUGHLINES:

- Do all animals have the same characteristics?
- How are animals classified?
- Do animals perform vital functions in the same way?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

<p>The students will comprehend the main differences between the innate and learned behaviour to relate each category with organisms present in different national ecosystems, through didactic activities.</p>	<p>The student will recognize the main characteristics of invertebrate animals, their taxonomical groups and unique traits that differentiate them, through the creation of a pop-up album.</p>	<p>The student will recognize the main characteristics of vertebrate animals, their taxonomical groups and unique traits that differentiate them, through the analysis of real life cases.</p>
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To recognize characteristics all animals, have in common. • To establish differences between innate behavior and learned behavior. • To recognize all different survival behaviors. 	2 weeks	<p>VIRTUAL DIDACTICS Analysing the behaviour of different organisms by watching videos by establishing the importance in the relation between the environmental conditions, type of organisms and the need of performing vital functions.</p> <p>https://www.youtube.com/watch?v=i95Dsgm4k6w BEAR TEACHING CUBS TO FISH</p> <p>https://www.youtube.com/watch?v=uZ7WKM4q7IM CUKLING IMPRINTING MOTHER BEHAVIOUR</p> <p>https://www.youtube.com/watch?v=w82xpBR_Z4A TURTLES RUSHING TO THE WATER.</p> <p>BOOK READING: Chapter 14, page 209 to 222 from the book.</p> <p style="text-align: center;">SYNTHESIS PROJECT</p> <ol style="list-style-type: none"> 1. Choosing the taxonomical group of animals for each student according to the codes. 2. Researching the generalities about the organisms chosen 3. Developing the first part of the informative brochure (picture, name, scientific name) 	<p>Classify organisms by taxonomic groups according to their cellular characteristics.</p>

<p>Guided Stage</p>	<ul style="list-style-type: none"> To recognize physical characteristics of and invertebrate animals. To establish differences between traits that allow organisms to survive in specific ecosystems. 	<p>3 weeks</p>	<p>SCIENTIFIC POP-UP ALBUM</p> <ol style="list-style-type: none"> Making observations based on videos and establishing comparison between invertebrate animals Choosing 3 invertebrate organisms to make a scientific drawing of each one with their diagnostic characters. <p>BOOK READING: chapter 15, Page 223 to 240 from the book.</p> <p>SYNTHESIS PROJECT</p> <ol style="list-style-type: none"> Researching the geographical location of the organism. Finding the main characteristics, such as habits of reproduction, diet, behaviours and <u>vulnerability state and possible solutions</u>. Developing the second part of the brochure adding a drawing (virtual or physical) of the ecosystem in which the organism lives and the investigated data. 	<p>Explain taxonomic classification as mechanism that permits recognize biodiversity on earth and relationship between different organisms.</p>
<p>Learning Evidence</p>	<ul style="list-style-type: none"> To recognize physical characteristics of and vertebrate animals. To establish differences between traits that allow organisms to survive in specific ecosystems. 	<p>3 weeks</p>	<p>REAL LIFE CASES Analysing and solving real life cases:</p> <ul style="list-style-type: none"> Wolf Restoration: how does the wolves became vital for the living of the Yellowstone national park ecosystem. https://www.yellowstone.org/wolf-project/ Lionfish escape: understanding how invading species can affect the normal development of an ecosystem. https://www.fisheries.noaa.gov/southeast/ecosystems/impacts-invasive-lionfish <p>BOOK READING: chapter 16, page 245 to 278 from the book.</p> <p>SYNTHESIS PROJECT</p> <ol style="list-style-type: none"> Exposing their informative brochure, explaining the characteristics of the organisms and the facts asked in the project. Each student will have 3 minutes to do the exposition and have to answer 1 question. 	<ul style="list-style-type: none"> Listen actively his/her classmates, recognize other points of view, compare, and modify his/her ideas using better arguments.