## Cobb County School District 2018-2019

Zoology Teaching & Learning Framework										
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	SLO	Unit 10
2 weeks BL/4 weeks YR	1 wk BL/2 wks	1 wk BL/2 wks YR	1 wk BL/2 wks	1 wk BL/2 wks	1 wk BL/2 wks	2 wks BL/4	2 wks BL/4 wks	2 wks BL/4	Exam	3 wks BL/6 wks
Faalagu	YR	Classification	YR Darifara 8	YR	YR Malluska 9	wks YR	YR Fich and	wks YR		YR
Ecology	Evolution	classification	Porliera &	worms	Echinodormo	Arthropods	Amphihiana	Reputes		wammais
		Q Organization	Ciliuarialis		Echinodernis		Amphibians	anu Birds		
755 Students will	S72 Students	S71 Students	S73 Students will compare form and function relationships				S73 Students will compare			S72 Students
evaluate the	will explain	will derive the	within animal groups (clades) and across key taxa.				form and function			will compare
relationships between	the	phylogeny of	Invertebrates				relationships within			form and
humans and other	evolutionary	animal taxa	a. Explain the similarities and differences among major body				animal groups (clades) and			function
animals.	history of	(monophyletic	plans (e.g., asymmetry, radial and bilateral symmetry).				across key taxa.			relationships
a. Describe the effects of	animals over	clades in a	b. Compare and contrast taxa based on morphological and				Vertebrates			within animal
human activities such as	the geological	cladogram)	genetic characters.				The learner will compare			groups (clades)
habitat destruction, over	history of	using	c. Relate important structural changes to key functional				and contrast the nature of			and across key
hunting, introduced	Earth.	informative	transitions				vertebrates including fish,			taxa.
species, and pollution on	a. Outline the	characteristics.	d. Dissect representative taxa and describe their internal				amphibians, reptiles, birds,			Vertebrates
h Explain the	bistory of	S72 Students	and relate to cell specializations				and maninals.			sz4.students
importance of species	Farth and	will compare					and differences among			how animals
diversity to the biological	discuss the	form and	<b>SZ4.</b> Students will assess how animals interact with their				major body plans (e.g.,			interact with
resources needed by	major	function	environment including key adaptations found within animal				asymmetry, radial and			their
human populations	environmenta	relationships	taxa.				bilateral symmetry).			environment
including food, medicine,	I changes that	within animal					b. Compare and contrast			including key
and natural aesthetics c.	have occurred	groups (clades)	SZ5. Students will evaluate the relationships between humans				taxa based on			adaptations
Compare and contrast	over time. b.	and across key	and other animals.				morphological and genetic			found within
how humans can	Explain the	taxa.					characters.			animal taxa.
preserve animal diversity	concepts						c. Relate important			CZE Chudanta
in captive and natural	evolution,						functional transitions			SZ5. Students
regard to habitat	natural						d Dissect representative			the
creation and	selection.						taxa and describe their			relationships
conservation, research,	convergence.						internal anatomy and the			between
legislation, animal	and						function of major organ			humans and
enrichment, diet,	speciation. c.						systems and or	gans and		other animals.
medical, breeding	Describe the						relate to cell			
programs and	fossil record						specializations.			
management of genetic	of the animals						SZ4.Students w	ill assess		
diversity at local and	including						how animals in	teract with		
giobal levels. d.	aiscussing the						their environm	ent dontotions		
legal societal political	Explosion and						found within a	uapialions		
and economic decisions	maior						S75. Students v	vill evaluate		
impact animal diversity	extinction						the relationship	os between		
with short-term and	events.						humans and ot	her		
long-term effects.							animals.			

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the co-requisite **Characteristics of Science Standards** including the **Nature of Science** and **Habits of Mind** elements of the Georgia Performance Stan.