**Lesson Topic: Taxonomy, Organizing Life’s Diversity, Chapter 17.**

**Length of lesson:** February 24-March 4

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| **Stage 1 – Desired Results** | |
| **Content Standard(s):** | |
| **Understanding (s)/goals**  Students will:   1. Big Idea: Evolution underlies the classification of life’s diversity. 2. Determine how organisms are classified. 3. Describe how classification systems have changed over time. 4. Identify and evaluated the three domain, six kingdom classification system. | **Essential Question(s):**   1. How are living organisms classified? Why is this system important? 2. How do changing species affect the classification system? 3. What are the three domains and the six kingdoms? |
| **Student objectives (outcomes):**  Students will be able to:   1. Compare and contrast Aristotle’s and Linnaeus’s methods of classifying organisms. Explain how to write a scientific name using binomial nomenclature. Summarize the categories used in biological classification. Compare and contrast species concepts. Describe methods used to reveal phylogeny. Explain how a cladogram is constructed. Compare major characteristics of the three domains. Differentiate among the six kingdoms. Classify organisms to the kingdom level. 2. Goal 1.4 Understand the Theory that Evolution is a Process that Relates to the gradual changes in the universe and of equilibrium as a physical state. 3. Goal 3.1 Understand the Theory of Biological Evolution. 4. HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. | |
| **Stage 2 – Assessment Evidence** | |
| **Performance Task(s):**   1. **Quiz** 2. **Notebook check** | **Other Evidence:**   1. Dichotomous Key creation 2. Classification assessment |
| **Stage 3 – Learning Plan** | |
| **Learning Activities:**  Notes  Jigsaw activity Kingdoms  Dichotomous Key Activity  Cladogram activity  Kingdom Animalia Activity  Taxonomy project | |

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