

MON. MAR. 2ND

TUE. MAR. 3RD

WED. MAR. 4TH

THU. MAR. 5TH

FRI. MAR. 6TH

8th Grade Science Theory of Evolution

Standards

MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. Next Generation Science Standards Science

MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. Next Generation Science Standards Science

Objective

Critical Questions

1. What is meant by evolution?
 2. How are people affected by and affecting evolution?
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Bellringer

Review geological time scale activity

Engage

1. Watch "The Origin of Species: The Making of a Theory" video
 2. Answer corresponding questions with video <http://bit.ly/3a7z6ib>
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Assessment

Notes

<http://lincoln8science.weebly.com/evolution.html>

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All living things are related: <http://bit.ly/38a2CSR>

Engage

Anchor Phenomenon: Are People Causing Mass Extinction

1. family tree video: <https://learn.genetics.utah.edu/content/evolution/diagrams>
2. Things you may not know about evolution: <https://learn.genetics.utah.edu/content/evolution/misconceptions>

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Present day giraffes are believed to have evolved from ancestors who resembled horses. There have been different theories about how this could have occurred. The two main ideas are listed below:

A. One proposed explanation is that the giraffes wanted to reach the leaves higher up on the trees, possible because they were greener or no other species could eat them, so the shortnecked ancestors stretched their necks trying to reach the high leaves, causing their necks to become longer. Over many generations of stretching their necks the giraffes' neck became longer and longer until they became the current long-necked species.

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Students frequently learn about scientific laws, such as Newton's Laws of Motion, the Law of Inertia, or the Law of Gravity and they often learn about scientific theories, such as the Cell Theory, the Theory of Natural Selection, the Theory of Evolution, and the Big Bang Theory. The Theory of Evolution was first introduced by Charles Darwin in 1859. Scientists have a great deal of evidence to support it such as fossil evidence, DNA evidence, structural similarities in the anatomy of organisms, and similar amino acid sequences in proteins.

A. Explain your view of the difference between a scientific law and a scientific theory. How are they similar and how are they different? B. Do you think the Theory of Evolution will ever become the Law of Evolution? Explain your answer.

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Quiz

Engage

1. Evidence of Common Ancestor Video: <https://learn.genetics.utah.edu/content/evolution/evidence/>
 2. Evidence of Homologous Structures Activity
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Assessment

Notes

B. Another explanation is that some ancestors of modern day giraffes had slightly longer necks than others. These giraffes were able to reach more food, allowing them to become stronger, live longer, and have more offspring. Over time the giraffes with slightly longer necks became the more prevalent group and when these giraffes had offspring, their offspring had even slightly longer necks, and so on until the current long-necked species came about.

Engage

Evidence of Evolution
Embryology Activity

Assessment

Notes

Engage

Evidence of Vestigial
Structures Activity

Assessment

Notes