Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Biology Chordates	9 - 12	6th Six Weeks	11 days

TEKS/Student Expectations	Examples/Specifications:
1A Students will demonstrate safe practices during field and laboratory investigation 1B Students will make wise choices in the use and conservation of resources and the disposal or recycling of materials. 2A Students will plan and implement investigative procedures 2B Students will collect data and make measurements with precision; 2C Students will organize, analyze, evaluate, make inferences, and predict trends from data; 2D Students will communicate valid conclusions. 3C Students will evaluate the impact of research on scientific thought, society, and the environment 5A Students will compare cells from different parts of plants and animals including roots, stems, leaves, epithelia, muscles and bones to show specialization of structure and function 7A Students will identify evidence of change in species using fossils, DNA sequences, anatomical similarities, physiological similarities, and embryology 8B Students will analyze relationships among organisms and develop a model of a hierarchical classification system based on similarities and differences using taxonomic nomenclature 10A Students will interpret the functions of systems in organisms including circulatory, digestive, nervous, endocrine, reproductive, integumentary, skeletal, respiratory, muscular, excretory and immune 10B Students will compare the interrelationships of organ systems to each other and to the body as a whole 11A Students will identify and describe the relationships between internal feedback mechanisms in the maintenance of homeostasis 12C Students will compare variations, tolerances, and adaptations of plants and animals in different biomes	Students will: Gather data, graph data, interpret data, distinguish observations from inferences, using laboratory equipment properly. Study the evolutionary trends in animal development Compare the feeding, respiration, circulation, excretion, response, movement, and reproduction of nonvertebrate chordates, fishes, amphibians, reptiles, birds, and mammals Compare invertebrates to vertebrates Perform laboratory dissections Relate the importance of chordates to their environments, to humans, to society Explain how environment and genetics produce animal behavior and learning

Language of Instruction:	**Instructional Resources/Textbook Correlations:**
Chordate, notochord, vertebra, cartilage, atrium, ventricle, cerebrum, cerebellum, medulla oblongata, lateral line system, swim bladder, oviparous, ovoviviparous, viviparous, cloaca, nictitating membrane, tympanic membrane, ectotherm, amniotic egg, carapace, feather, endotherm, crop gizzard, air sac, mammary gland, subcutaneous fat, rumen, diaphragm, cerebral cortex, monotreme, marsupial, placenta, binocular vision, anthropoid, prehensile, hominoid, hominid, bipedal, opposable thumb, behavior, stimulus, response, innate behavior, learning, migration, circadian rhythm, courtship, territory, aggression, communication	Textbook – Chapters 30-34 Lab – Frog Dissection **Weblinks/Other Resources:** TAKS Workbook National Geographic Videos Discovery Videos
Evaluation/External Assessment/Local Assessment:	**Best Instruction Timeline:**
TAKS Bell ringers Chapter Worksheets Lab reports Daily Work Homework Teacher-designed test	2 days - Nonvertebrate Chordates, Fishes and Amphibians 2 days - Reptile and Birds 2 days - Mammals 1 day - Comparing Chordates 2 days - Animal Behavior 2 days - Assessment