# Survival: How do they do *that*?

**Tiffany Bruce/ LaFollette Middle School**

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| **Text Set Title: Survival: How do they do *that*?** | | |
| **Text Set Grade Placement: 8th Grade (current standards)** | | |
| **Enduring Understandings** | | |
| Students will understand the difference between native and invasive species and that they have adaptations that help them survive in their environments. | | |
| **Text and Resources** | | |
| **Anchor Text** | **Title: Texts and Lessons for Content-Area Reading**  **Author: Harvey Daniels and Nancy Steineke** | |
| **Supporting Works** | **Book(s)**  1. Animal Weapons: The Evolution of Battle by Douglas J. Emlen  2.  **Article(s)**  3.  4.  **Poem(s)**  1.  2.  **Infographic(s)**  3.  4.  **Other Media**  5. Biological Invaders video from pbslearningmedia.org  6. San Francisco Bay Invaders video from pbslearningmedia.org  7. Top 10 Deadliest video from Netflix  **Supporting Works will be introduced/taught in the following order:**  **Biological Invaders**  **San Francisco Bay Invaders**  **Animal Weapons: The Evolution of Battle** | |
| **Standards** | GLE 0807.5.3 Analyze how structural, behavioral, and physiological adaptations within a population enable it to survive in a given environment  0807.5.3 Compare and contrast the ability of an organism to survive under different environmental conditions. | |
| **Knowledge** | | **Skills** |
| Contrast invasive and native species | | Summarize |
| Identify and explain adaptations | | Infer |
| Understand biomes and environmental conditions of each | | Identify |
|  | | Explain |
| **Rich, Authentic Task** | | |
| After reading various texts and watching videos on invasive and native species and their adaptations for survival, students will create a brochure in which they identify the origin of their organism and analyze the ability of this organism to survive under different environmental conditions. | | |