Do Now: *Use the link in the chat to add your best remote learning tips and tricks for teaching Amplify Science to the Jamboard.*

Amplify Science

Unit Internalization & Guided Planning

Deep-dive and strengthening workshop
Grade 8, Evolutionary History

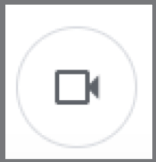
LAUSD

Date

Presented by Your Name

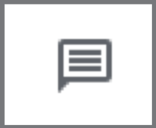
In a new tab, please log in to your Amplify Science account through Schoology.

Norms: Establishing a Culture of Learners



- Please keep your camera on, if possible.
- Take some time to orient yourself to the platform
    - *“where’s the chat box? what are these squares at the top of my screen?, where’s the mute button?”*

- Mute your microphone to reduce background noise unless sharing with the group



- The chat box is available for posting questions or responses to during the training

- Make sure you have a note-catcher present

- Be an active participant - chat, ask questions, discuss, share!

Workshop goals

By the end of this workshop, you will be able to:

- Internalize your upcoming unit.
- Plan for collecting **evidence of student learning** in order to make instructional decisions to **support diverse learner needs**.
- Gather resources to develop a multi-day plan for implementing Amplify Science within your class schedule and instructional format.

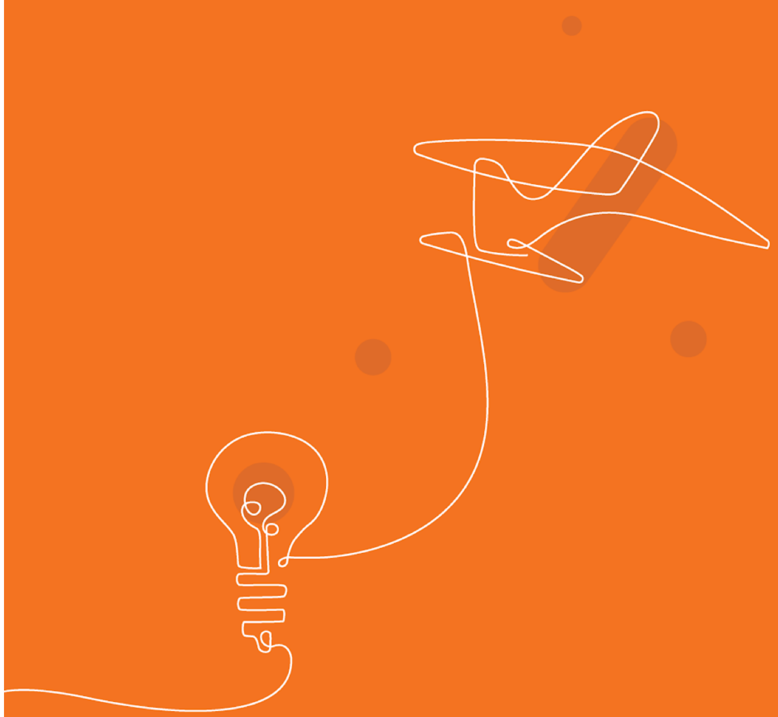
Plan for the day

- Framing the day
  - Welcome
  - Instructional Materials
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

Amplify.

Plan for the day

- **Framing the day**
  - **Welcome**
  - **Instructional Materials**
- Unit Internalization
- Planning to teach
  - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing



Instructional Materials

Amplify.

Middle school course curriculum structure

Integrated model*

Grade 6	Grade 7	Grade 8
Launch: **Microbiome**	Launch: **Geology on Mars**	Launch: **Harnessing Human Energy**
Metabolism	**Plate Motion**	**Force and Motion**
Engineering Internship: **Metabolism**	Engineering Internship: **Plate Motion**	Engineering Internship: **Force and Motion**
Traits and Reproduction	**Rock Transformations**	**Magnetic Fields**
Thermal Energy	**Phase Change**	**Light Waves**
Ocean, Atmosphere, and Climate	Engineering Internship: **Phase Change**	**Earth, Moon, and Sun**
Weather Patterns	**Chemical Reactions**	**Natural Selection**
Earth's Changing Climate	**Populations and Resources**	Engineering Internship: **Natural Selection**
Engineering Internship: **Earth's Changing Climate**	**Matter and Energy in Ecosystems**	**Evolutionary History**

AmplifyScience

authored by THE LAWRENCE HALL OF SCIENCE UNIVERSITY OF CALIFORNIA, BERKELEY

Launch units

- First unit
- 11 lessons

Core units

- Majority of units
- 19 lessons

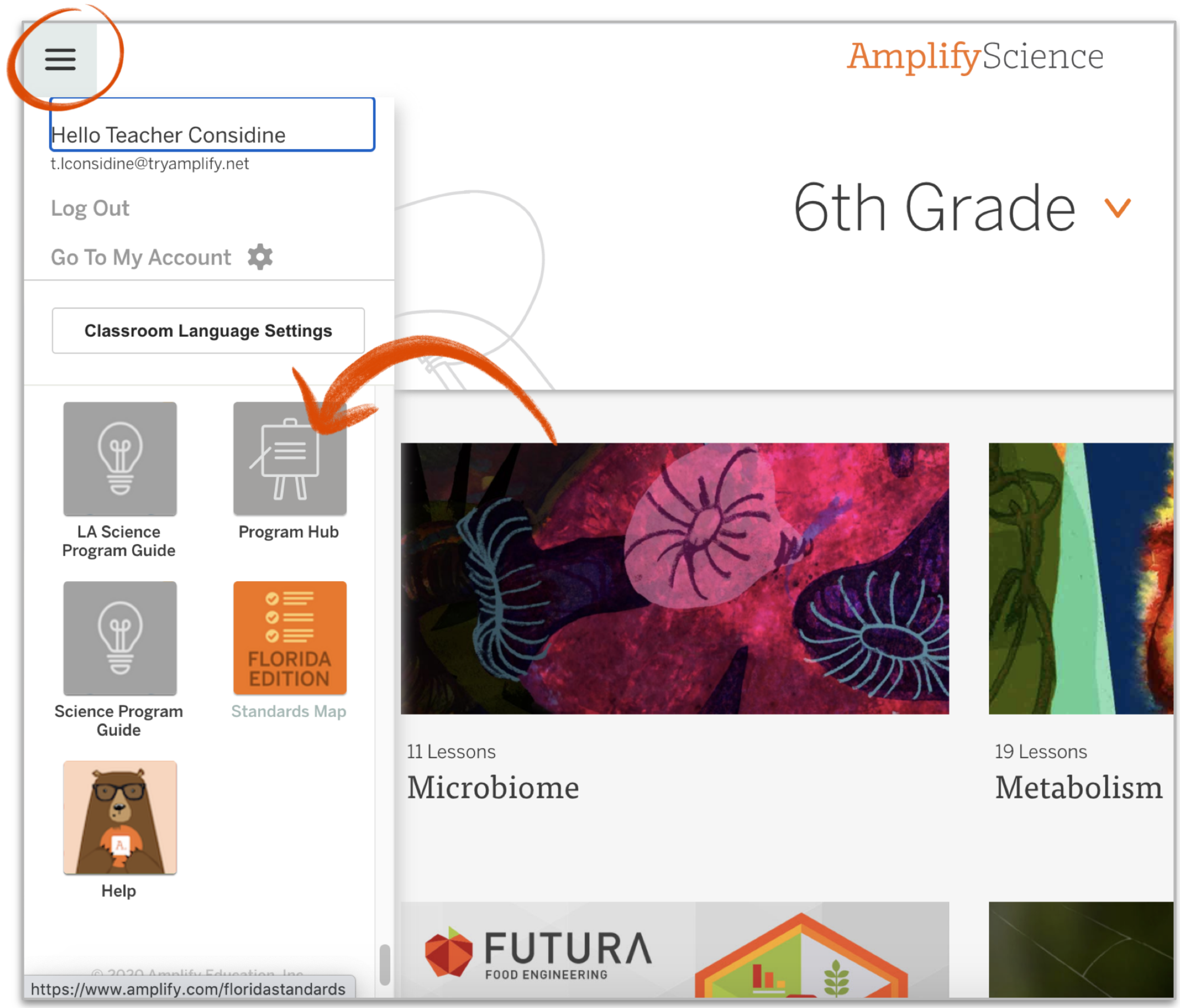
Standard Amplify Science Curriculum

Amplify Science @Home Curriculum

Amplify.

Amplify Science @Home Curriculum

In addition to the standard Amplify Science curriculum, you also have access to Amplify Science @Home Curriculum on the Science Program Hub.



AmplifyScience@Home

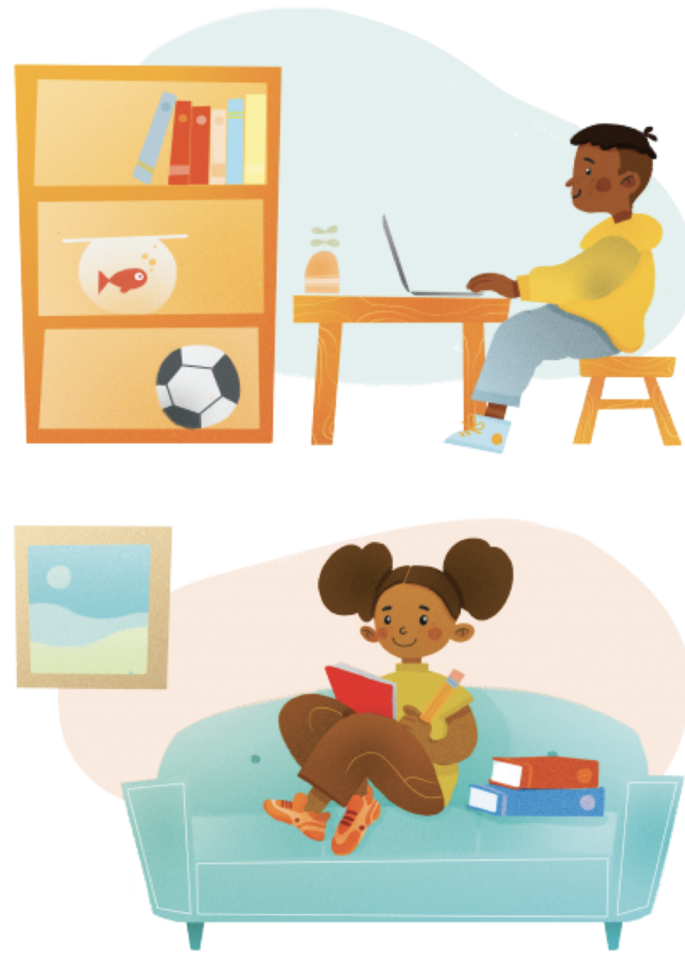
Two different options:

@Home Units

- Digital or print-based versions of Amplify Science units condensed by about 50%

@Home Videos

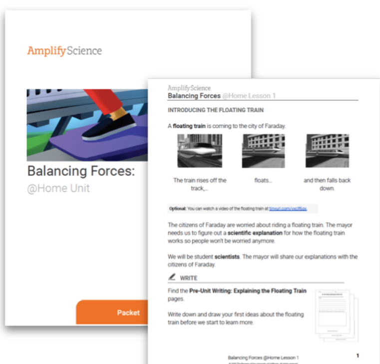
- Video playlists of Amplify Science lessons, taught by real Amplify Science teachers



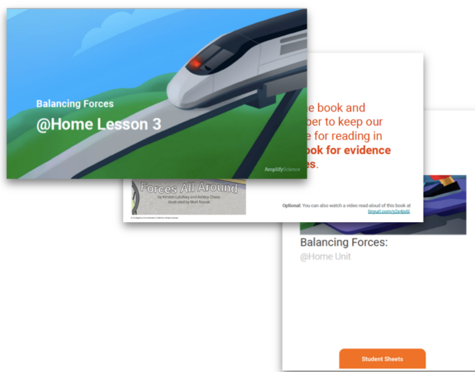
@Home Units

A shift in approach to respond to user feedback

Original approach: two different resources



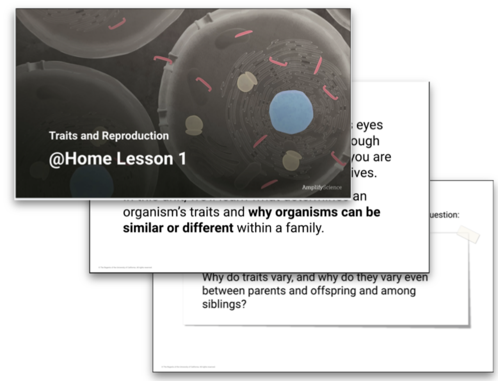
Print-based: @Home packets



Digital: @Home slides and student sheets

Updated approach: one resource, two formats

Print-based: PDFs of @Home Slides and student sheets

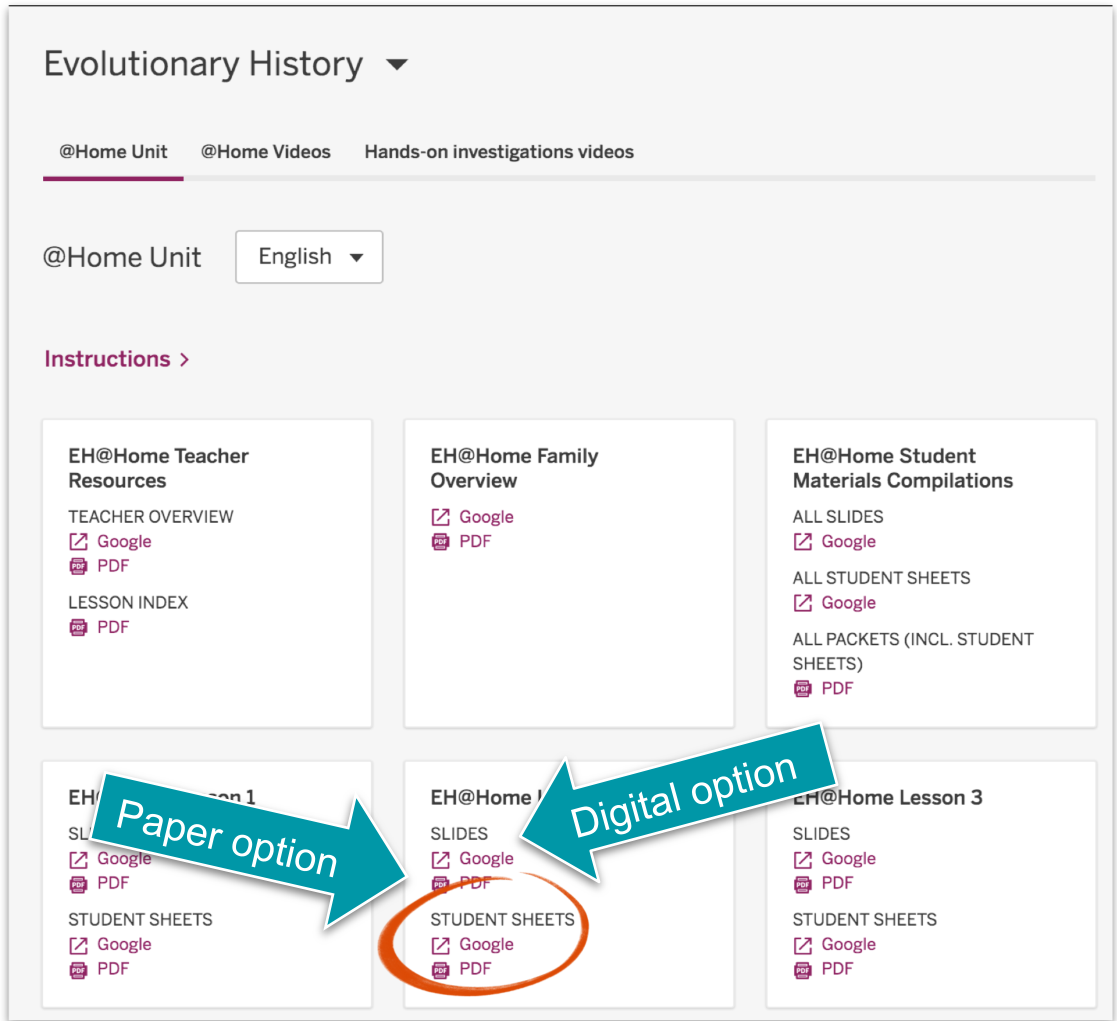


Digital: Google Slides @Home Slides and Google Doc student sheets

Amplify Science @Home Curriculum

You have access to the Evolutionary History @Home Unit.

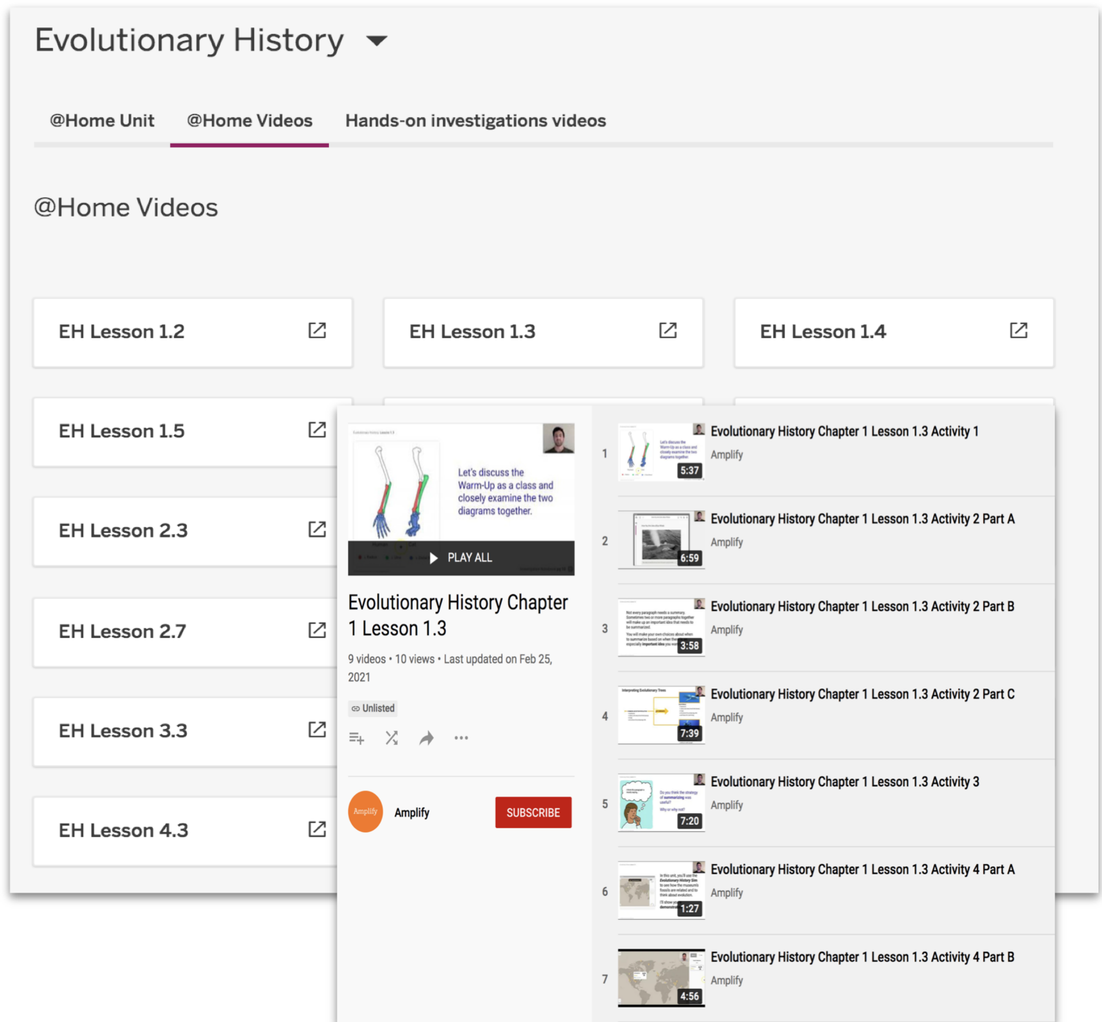
The Evolutionary History @Home Unit has **14 lessons.** Each lesson is written to be **30 minutes** long.



Amplify Science @Home Curriculum

You have access to the Evolutionary History @Home Videos.

There are 16 @Home Videos for the Evolutionary History unit. This covers all lessons expect for the assessment lessons (1.1,2.6, and 4.4). The video playlists on YouTube teach the standard Amplify Science Lessons.



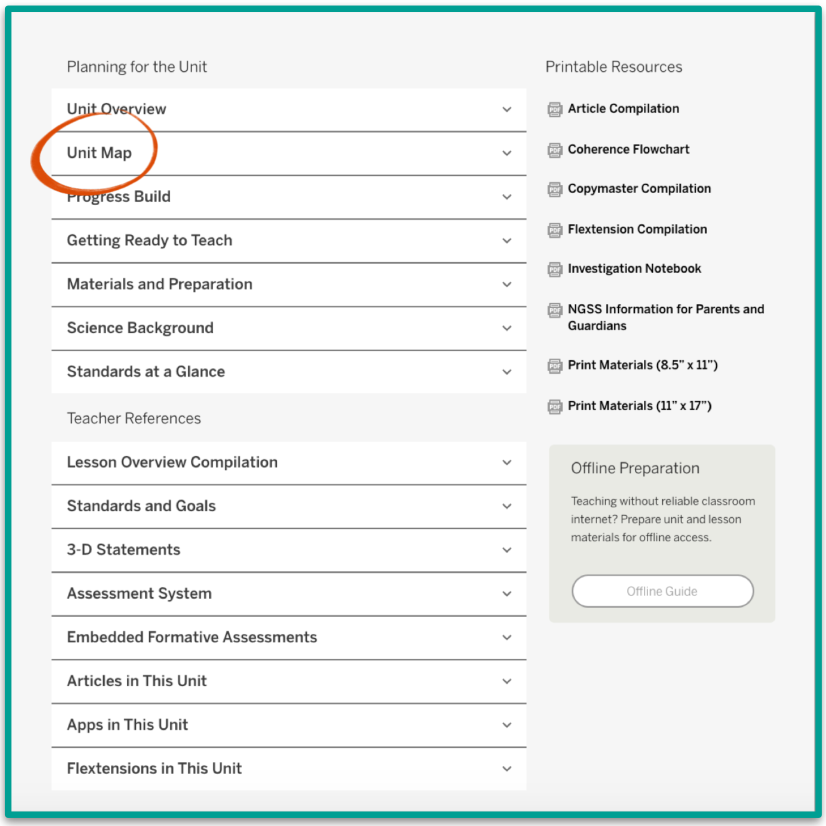
Questions?

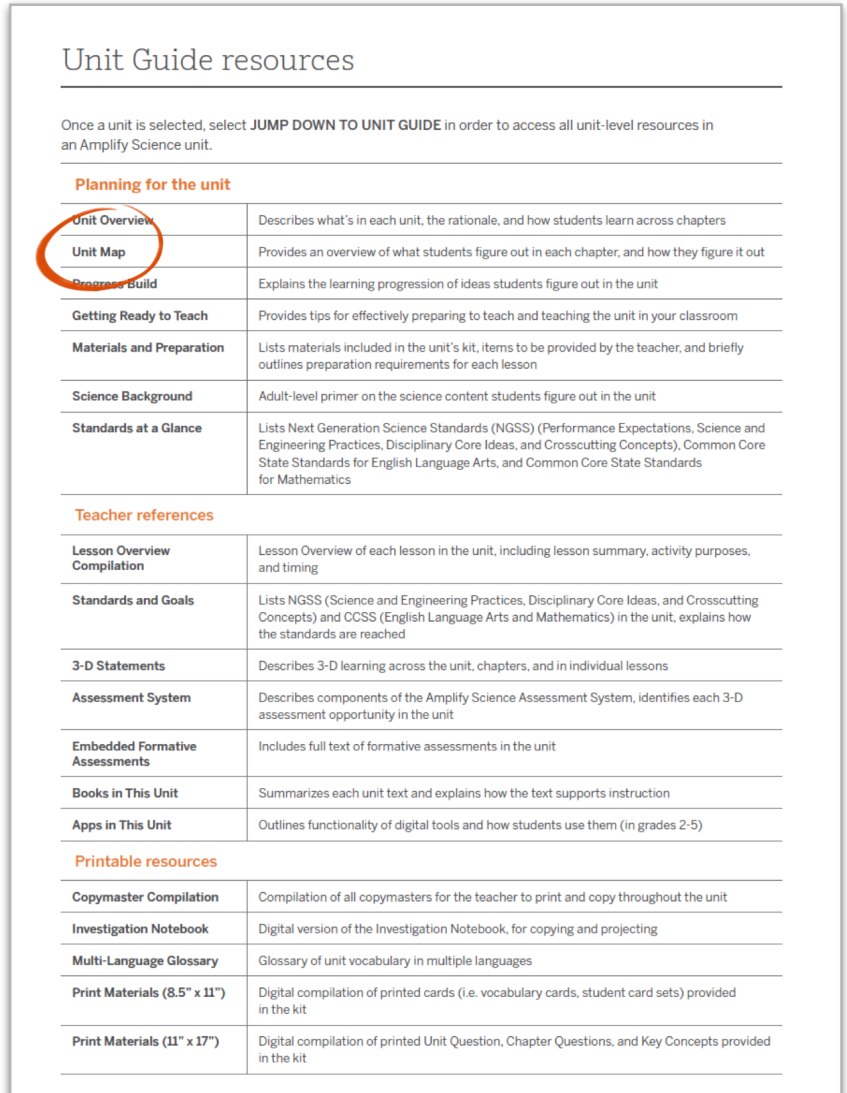
Plan for the day

- Framing the day
    - Welcome
    - Instructional Materials
- **Unit Internalization**
- Planning to teach
    - Collecting evidence of student learning to meet diverse learner needs
- Reflection and closing

Amplify.

Unit Guide Resources





Unit Guide resources

Once a unit is selected, select **JUMP DOWN TO UNIT GUIDE** in order to access all unit-level resources in an Amplify Science unit.

Planning for the unit

Unit Overview	Describes what's in each unit, the rationale, and how students learn across chapters
Unit Map	Provides an overview of what students figure out in each chapter, and how they figure it out
Progress Build	Explains the learning progression of ideas students figure out in the unit
Getting Ready to Teach	Provides tips for effectively preparing to teach and teaching the unit in your classroom
Materials and Preparation	Lists materials included in the unit's kit, items to be provided by the teacher, and briefly outlines preparation requirements for each lesson
Science Background	Adult-level primer on the science content students figure out in the unit
Standards at a Glance	Lists Next Generation Science Standards (NGSS) (Performance Expectations, Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts), Common Core State Standards for English Language Arts, and Common Core State Standards for Mathematics

Teacher references

Lesson Overview Compilation	Lesson Overview of each lesson in the unit, including lesson summary, activity purposes, and timing
Standards and Goals	Lists NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts) and CCSS (English Language Arts and Mathematics) in the unit, explains how the standards are reached
3-D Statements	Describes 3-D learning across the unit, chapters, and in individual lessons
Assessment System	Describes components of the Amplify Science Assessment System, identifies each 3-D assessment opportunity in the unit
Embedded Formative Assessments	Includes full text of formative assessments in the unit
Books in This Unit	Summarizes each unit text and explains how the text supports instruction
Apps in This Unit	Outlines functionality of digital tools and how students use them (in grades 2-5)

Printable resources

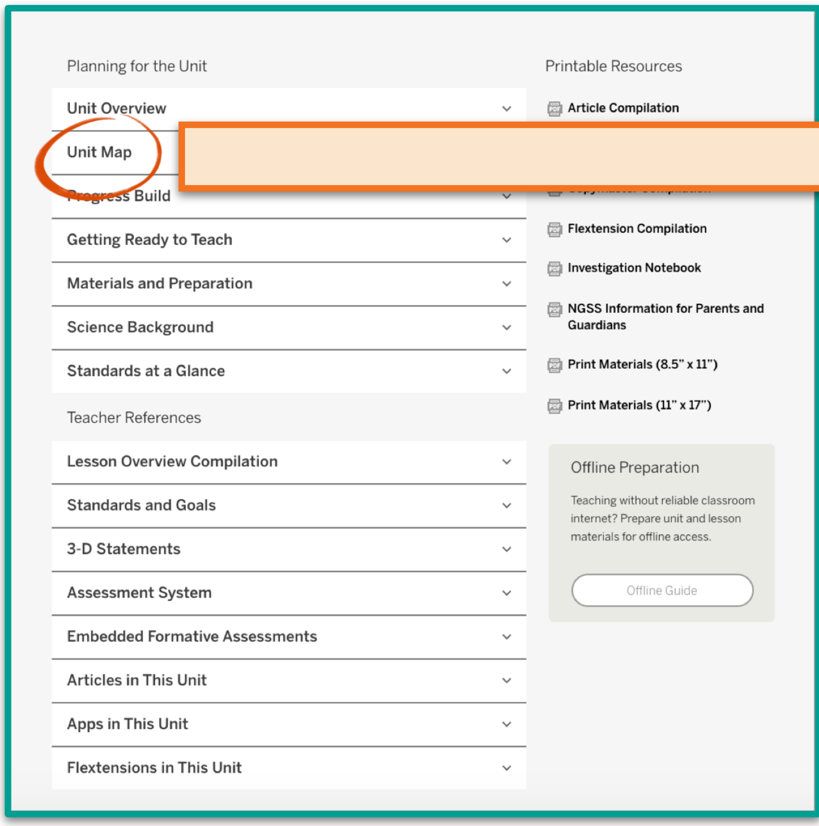
Copymaster Compilation	Compilation of all copymasters for the teacher to print and copy throughout the unit
Investigation Notebook	Digital version of the Investigation Notebook, for copying and projecting
Multi-Language Glossary	Glossary of unit vocabulary in multiple languages
Print Materials (8.5" x 11")	Digital compilation of printed cards (i.e. vocabulary cards, student card sets) provided in the kit
Print Materials (11" x 17")	Digital compilation of printed Unit Question, Chapter Questions, and Key Concepts provided in the kit

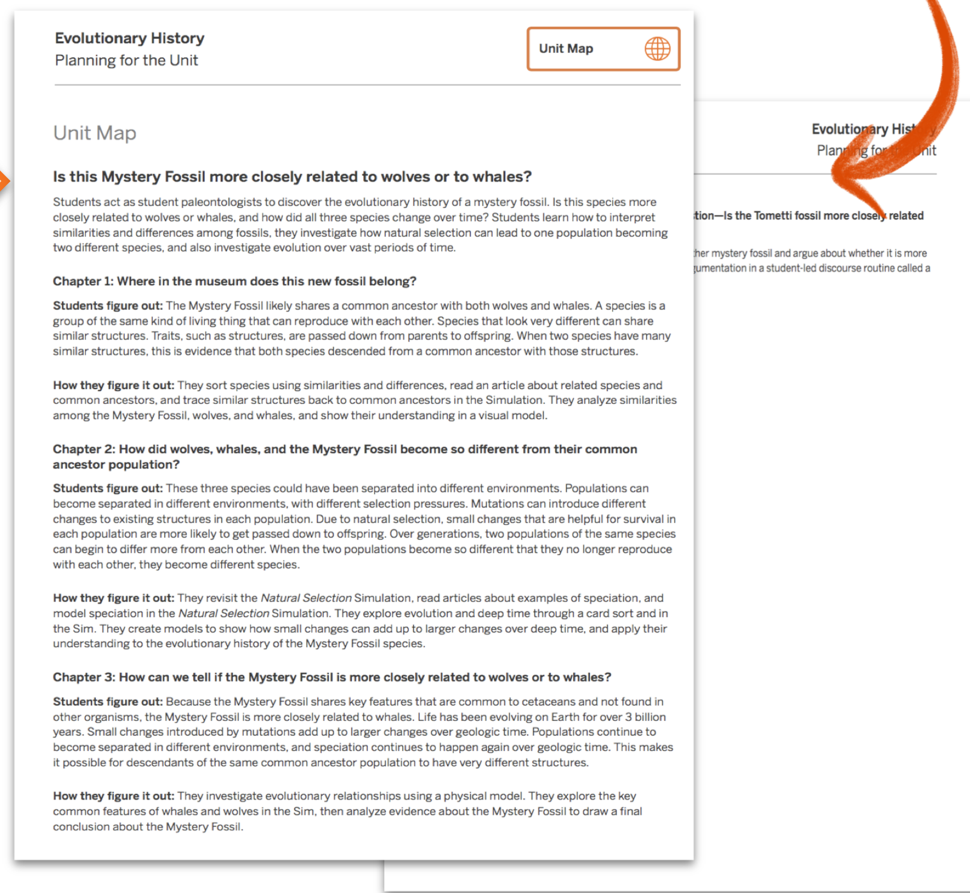
Page 1

Amplify.

Unit Map

Pages 2-3





Evolutionary History
Planning for the Unit

Unit Map

Unit Map

Is this Mystery Fossil more closely related to wolves or to whales?

Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, they investigate how natural selection can lead to one population becoming two different species, and also investigate evolution over vast periods of time.

Chapter 1: Where in the museum does this new fossil belong?

Students figure out: The Mystery Fossil likely shares a common ancestor with both wolves and whales. A species is a group of the same kind of living thing that can reproduce with each other. Species that look very different can share similar structures. Traits, such as structures, are passed down from parents to offspring. When two species have many similar structures, this is evidence that both species descended from a common ancestor with those structures.

How they figure it out: They sort species using similarities and differences, read an article about related species and common ancestors, and trace similar structures back to common ancestors in the Simulation. They analyze similarities among the Mystery Fossil, wolves, and whales, and show their understanding in a visual model.

Chapter 2: How did wolves, whales, and the Mystery Fossil become so different from their common ancestor population?

Students figure out: These three species could have been separated into different environments. Populations can become separated in different environments, with different selection pressures. Mutations can introduce different changes to existing structures in each population. Due to natural selection, small changes that are helpful for survival in each population are more likely to get passed down to offspring. Over generations, two populations of the same species can begin to differ more from each other. When the two populations become so different that they no longer reproduce with each other, they become different species.

How they figure it out: They revisit the *Natural Selection* Simulation, read articles about examples of speciation, and model speciation in the *Natural Selection* Simulation. They explore evolution and deep time through a card sort and in the Sim. They create models to show how small changes can add up to larger changes over deep time, and apply their understanding to the evolutionary history of the Mystery Fossil species.

Chapter 3: How can we tell if the Mystery Fossil is more closely related to wolves or to whales?

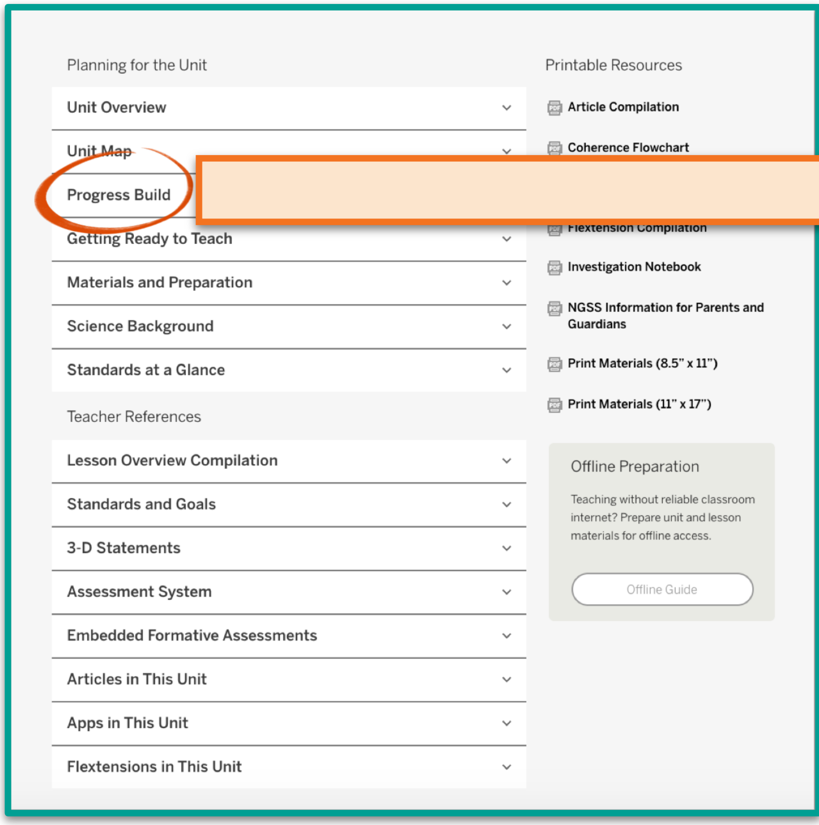
Students figure out: Because the Mystery Fossil shares key features that are common to cetaceans and not found in other organisms, the Mystery Fossil is more closely related to whales. Life has been evolving on Earth for over 3 billion years. Small changes introduced by mutations add up to larger changes over geologic time. Populations continue to become separated in different environments, and speciation continues to happen again over geologic time. This makes it possible for descendants of the same common ancestor population to have very different structures.

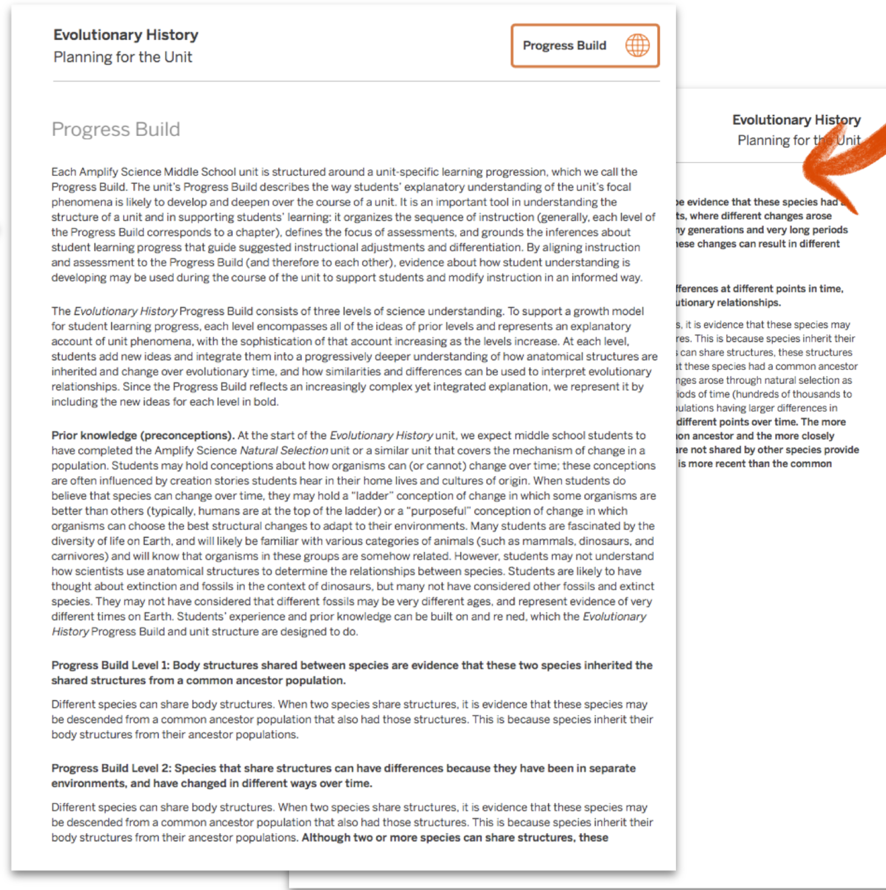
How they figure it out: They investigate evolutionary relationships using a physical model. They explore the key common features of whales and wolves in the Sim, then analyze evidence about the Mystery Fossil to draw a final conclusion about the Mystery Fossil.

Amplify.

Progress Build

Pages 4-5





Evolutionary History
Planning for the Unit

Progress Build

Progress Build

Each Amplify Science Middle School unit is structured around a unit-specific learning progression, which we call the Progress Build. The unit's Progress Build describes the way students' explanatory understanding of the unit's focal phenomena is likely to develop and deepen over the course of a unit. It is an important tool in understanding the structure of a unit and in supporting students' learning: it organizes the sequence of instruction (generally, each level of the Progress Build corresponds to a chapter), defines the focus of assessments, and grounds the inferences about student learning progress that guide suggested instructional adjustments and differentiation. By aligning instruction and assessment to the Progress Build (and therefore to each other), evidence about how student understanding is developing may be used during the course of the unit to support students and modify instruction in an informed way.

The *Evolutionary History* Progress Build consists of three levels of science understanding. To support a growth model for student learning progress, each level encompasses all of the ideas of prior levels and represents an explanatory account of unit phenomena, with the sophistication of that account increasing as the levels increase. At each level, students add new ideas and integrate them into a progressively deeper understanding of how anatomical structures are inherited and change over evolutionary time, and how similarities and differences can be used to interpret evolutionary relationships. Since the Progress Build reflects an increasingly complex yet integrated explanation, we represent it by including the new ideas for each level in bold.

Prior knowledge (preconceptions). At the start of the *Evolutionary History* unit, we expect middle school students to have completed the Amplify Science *Natural Selection* unit or a similar unit that covers the mechanism of change in a population. Students may hold conceptions about how organisms can (or cannot) change over time; these conceptions are often influenced by creation stories students hear in their home lives and cultures of origin. When students do believe that species can change over time, they may hold a "ladder" conception of change in which some organisms are better than others (typically, humans are at the top of the ladder) or a "purposeful" conception of change in which organisms can choose the best structural changes to adapt to their environments. Many students are fascinated by the diversity of life on Earth, and will likely be familiar with various categories of animals (such as mammals, dinosaurs, and carnivores) and will know that organisms in these groups are somehow related. However, students may not understand how scientists use anatomical structures to determine the relationships between species. Students are likely to have thought about extinction and fossils in the context of dinosaurs, but many not have considered other fossils and extinct species. They may not have considered that different fossils may be very different ages, and represent evidence of very different times on Earth. Students' experience and prior knowledge can be built on and re ned, which the *Evolutionary History* Progress Build and unit structure are designed to do.

Progress Build Level 1: Body structures shared between species are evidence that these two species inherited the shared structures from a common ancestor population.

Different species can share body structures. When two species share structures, it is evidence that these species may be descended from a common ancestor population that also had those structures. This is because species inherit their body structures from their ancestor populations.

Progress Build Level 2: Species that share structures can have differences because they have been in separate environments, and have changed in different ways over time.

Different species can share body structures. When two species share structures, it is evidence that these species may be descended from a common ancestor population that also had those structures. This is because species inherit their body structures from their ancestor populations. **Although two or more species can share structures, these**

Unit Internalization Work Time

Pages 2-5

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title:	
What is the phenomenon students are investigating in your unit?	
Unit Question:	**Student role:**
By the end of the unit, students figure out …	
What science ideas do students need to figure out in order to explain the phenomenon?	

Page 6

Evolutionary History
Planning for the Unit

Unit Map

Unit Map

Is this Mystery Fossil more closely related to wolves or to whales?

Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, they investigate how natural selection can lead to one population becoming two different species, and also investigate evolution over vast periods of time.

Chapter 1: Where in the museum does this new fossil belong?

Students figure out: The Mystery Fossil likely shares a common ancestor with both wolves and whales. A species is a group of the same kind of living thing that can reproduce with each other. Species that look very different can share similar structures. Traits, such as structures, are passed down from parents to offspring. When two species have many similar structures, this is evidence that both species descended from a common ancestor with those structures.

How they figure it out: They sort species using similarities and differences, read an article about related species and common ancestors, and trace similar structures back to common ancestors in the Simulation. They analyze similarities among the Mystery Fossil, wolves, and whales, and show their understanding in a visual model.

Chapter 2: How did wolves, whales, and the Mystery Fossil become so different from their common ancestor population?

Students figure out: These three species could have been separated into different environments. Populations can become separated in different environments, with different selection pressures. Mutations can introduce different changes to existing structures in each population. Due to natural selection, small changes that are helpful for survival in each population are more likely to get passed down to offspring. Over generations, two populations of the same species can begin to differ more from each other. When the two populations become so different that they no longer reproduce with each other, they become different species.

How they figure it out: They revisit the *Natural Selection* Simulation, read articles about examples of speciation, and model speciation in the *Natural Selection* Simulation. They explore evolution and deep time through a card sort and in the Sim. They create models to show how small changes can add up to larger changes over deep time, and apply their understanding to the evolutionary history of the Mystery Fossil species.

Chapter 3: How can we tell if the Mystery Fossil is more closely related to wolves or to whales?

Students figure out: Because the Mystery Fossil shares key features that are common to cetaceans and not found in other organisms, the Mystery Fossil is more closely related to whales. Life has been evolving on Earth for over 3 billion years. Small changes introduced by mutations add up to larger changes over geologic time. Populations continue to become separated in different environments, and speciation continues to happen again over geologic time. This makes it possible for descendants of the same common ancestor population to have very different structures.

How they figure it out: They investigate evolutionary relationships using a physical model. They explore the key common features of whales and wolves in the Sim, then analyze evidence about the Mystery Fossil to draw a final conclusion about the Mystery Fossil.

Unit Guide Document

Unit Map

Lesson Overview Compilation

Progress Build

Page 7

Guided Unit Internalization

Part 1: Unit-level internalization

Unit title: Evolutionary History

What is the phenomenon students are investigating in your unit?

Students acts as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time?

Unit Question:

Why do species, both living and extinct, share similarities and also have differences?

Student role:

Student paleontologists

By the end of the unit, students figure out

Because the Mystery Fossil shares key features that are common to cetaceans and not found in other organisms, the Mystery Fossil is more closely related to whales. Life has been evolving on Earth for over 3 billion years. Small changes introduced by mutations add up to larger changes over geologic time. Populations continue to become separated in different environments, and speciation continues to happen again over geologic time. This makes it possible for descendants of the same common ancestor population to have very different structures.

What science ideas do students need to figure out in order to explain the phenomenon?

Body structures shared between species are evidence that these two species inherited the shared structures from a common ancestor population. Species that share structures can have differences because they have been in separate environments, and have changed in different ways over time. Because populations separate and begin evolving differences at different points in time, similarities and differences in body structures can be used to interpret evolutionary relationships.

Questions?

Plan for the day

- Framing the day
  - Welcome
  - Instructional Materials
- Unit Internalization
- **Planning to teach**
  - **Collecting evidence of student learning to meet diverse learner needs**
- Reflection and closing

Amplify.

Page 2

Unit Map

Unit Map

Is this Mystery Fossil more closely related to wolves or to whales?

Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, they investigate how natural selection can lead to one population becoming two different species, and also investigate evolution over vast periods of time.

Chapter 1: Where in the museum does this new fossil belong?

Students figure out: The Mystery Fossil likely shares a common ancestor with both wolves and whales. A species is a group of the same kind of living thing that can reproduce with each other. Species that look very different can share similar structures. Traits, such as structures, are passed down from parents to offspring. When two species have many similar structures, this is evidence that both species descended from a common ancestor with those structures.

How they figure it out: They sort species using similarities and differences, read an article about related species and common ancestors, and trace similar structures back to common ancestors in the Simulation. They analyze similarities among the Mystery Fossil, wolves, and whales, and show their understanding in a visual model.

Chapter 1: Finding Species Similarities

JUMP DOWN TO CHAPTER OVERVIEW

Lesson 1.1:
Pre-Unit Assessment

SETTINGS

Lesson 1.2:
Welcome to the Natural History Museum

Lesson 1.3:
“How You Are Like a Blue Whale”

Lesson 1.4:
Interpreting Evolutionary Trees

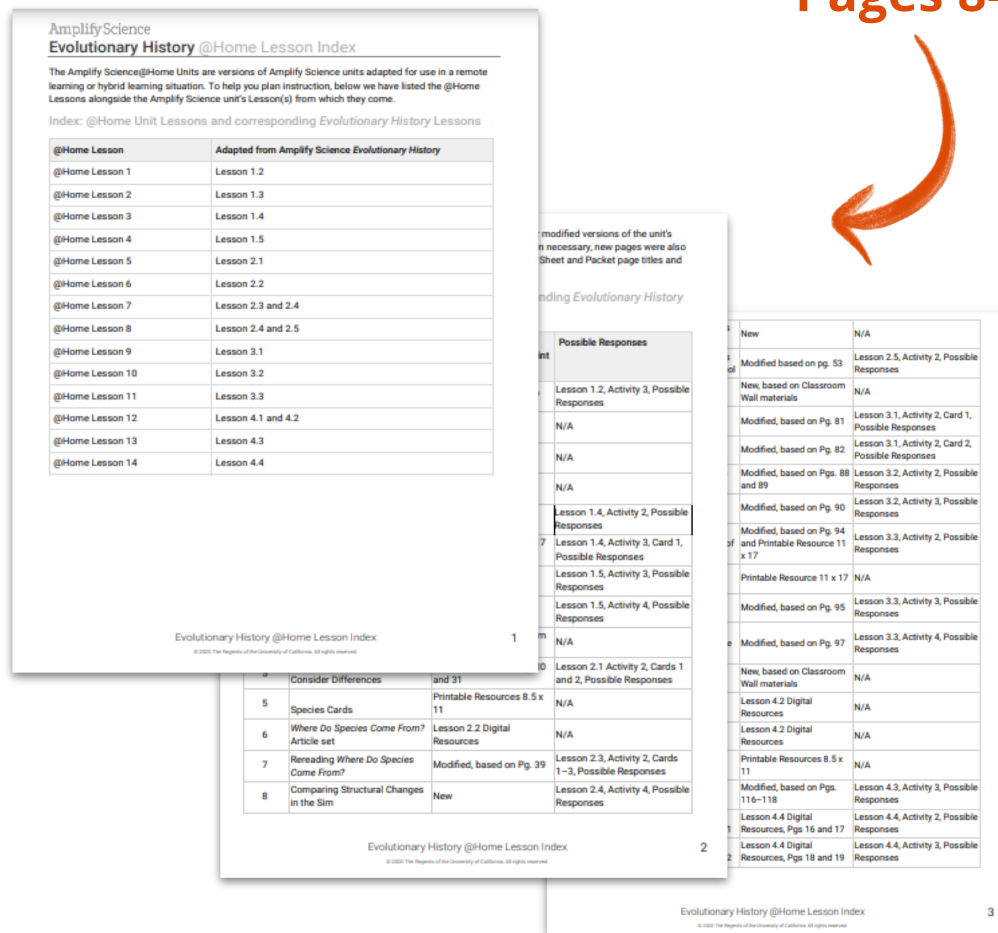
Lesson 1.5:
Finding Similarities with the Mystery Fossil

@Home Unit Lesson Index

This resource correlates lessons from the Standard Curriculum with @Home Unit Lessons.

It also lists the @Home Unit Student Sheets with information about where they came from (i.e. Student Investigation Notebook, copymaster, or new for the @Home Unit)

Pages 8-10


AmplifyScience

Evolutionary History @Home Lesson Index

The Amplify Science@Home Units are versions of Amplify Science units adapted for use in a remote learning or hybrid learning situation. To help you plan instruction, below we have listed the @Home Lessons alongside the Amplify Science unit's Lesson(s) from which they come.

Index: @Home Unit Lessons and corresponding *Evolutionary History* Lessons

@Home Lesson	Adapted from Amplify Science *Evolutionary History*
@Home Lesson 1	Lesson 1.2
@Home Lesson 2	Lesson 1.3
@Home Lesson 3	Lesson 1.4
@Home Lesson 4	Lesson 1.5
@Home Lesson 5	Lesson 2.1
@Home Lesson 6	Lesson 2.2
@Home Lesson 7	Lesson 2.3 and 2.4
@Home Lesson 8	Lesson 2.4 and 2.5
@Home Lesson 9	Lesson 3.1
@Home Lesson 10	Lesson 3.2
@Home Lesson 11	Lesson 3.3
@Home Lesson 12	Lesson 4.1 and 4.2
@Home Lesson 13	Lesson 4.3
@Home Lesson 14	Lesson 4.4

Evolutionary History @Home Lesson Index 1

Amplify.

Evolutionary History

@Home Lesson 1

Key activities

- **Introducing the Mystery Fossil and the Natural History Museum:** Students are introduced to the unit problem and their role as student paleontologists.
- **Observe:** Students gain experience noticing similarities between species by examining images that show the body structures of many different species, living and extinct, and considering how to group these species.
- **Introduction to how paleontologists make careful observations.** Students compare two organisms in order to learn about the importance of making careful observations when examining body structures.

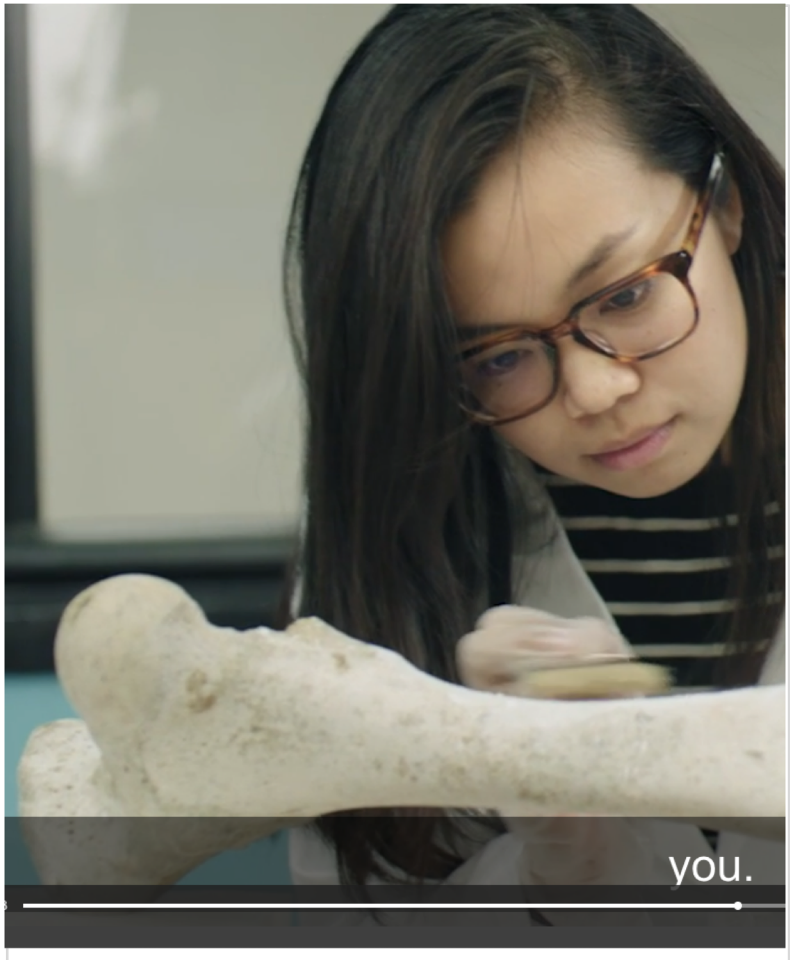
Today, we will begin a new unit called *Evolutionary History*. This unit explores the history of life on Earth.

We will use **fossil evidence** to investigate how species change over millions—and even billions—of years.

This is the question that will guide our investigations throughout the *Evolutionary History* unit:

Unit Question

Why do species, both living and extinct, share similarities and also have differences?



Let’s watch a video that will explain your role in this unit.

You will be working to help solve a fossil mystery.

Using the print version? Watch the video at tinyurl.com/AMPEH-01

What problem do the scientists in the video need our help with?

In the video, we learned that a new fossil was found at a dig site and brought back to the Natural History Museum.

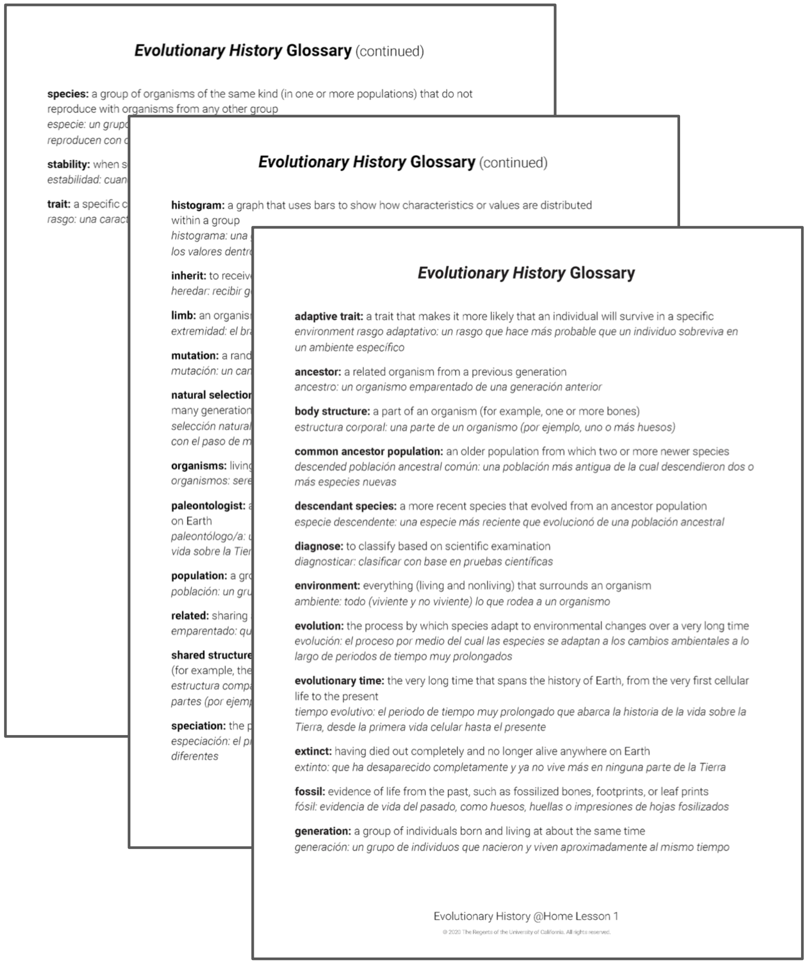
We also learned that the director of the museum needs to know where to place the new fossil in the museum. Museums often decide where to place fossils based on an understanding of **evolutionary history.**

This is your role for this unit.

paleontologist

a scientist who studies fossils in order to understand the ancient history of life on Earth

In this lesson and throughout the unit, you will need to **access different pages** such as the glossary on the next slide. Check with your teacher about how you will access materials and complete and submit work in this @Home Unit.



Evolutionary History **Glossary** (continued)

Evolutionary History **Glossary** (continued)

Evolutionary History **Glossary**

adaptive trait: a trait that makes it more likely that an individual will survive in a specific environment *rasgo adaptativo: un rasgo que hace más probable que un individuo sobreviva en un ambiente específico*

ancestor: a related organism from a previous generation
ancestro: un organismo emparentado de una generación anterior

body structure: a part of an organism (for example, one or more bones)
estructura corporal: una parte de un organismo (por ejemplo, uno o más huesos)

common ancestor population: an older population from which two or more newer species descended *población ancestral común: una población más antigua de la cual descendieron dos o más especies nuevas*

descendant species: a more recent species that evolved from an ancestor population
especie descendente: una especie más reciente que evolucionó de una población ancestral

diagnose: to classify based on scientific examination
diagnosticar: clasificar con base en pruebas científicas

environment: everything (living and nonliving) that surrounds an organism
ambiente: todo (viviente y no viviente) lo que rodea a un organismo

evolution: the process by which species adapt to environmental changes over a very long time
evolución: el proceso por medio del cual las especies se adaptan a los cambios ambientales a lo largo de periodos de tiempo muy prolongados

evolutionary time: the very long time that spans the history of Earth, from the very first cellular life to the present
tiempo evolutivo: el periodo de tiempo muy prolongado que abarca la historia de la vida sobre la Tierra, desde la primera vida celular hasta el presente

extinct: having died out completely and no longer alive anywhere on Earth
extinto: que ha desaparecido completamente y ya no vive más en ninguna parte de la Tierra

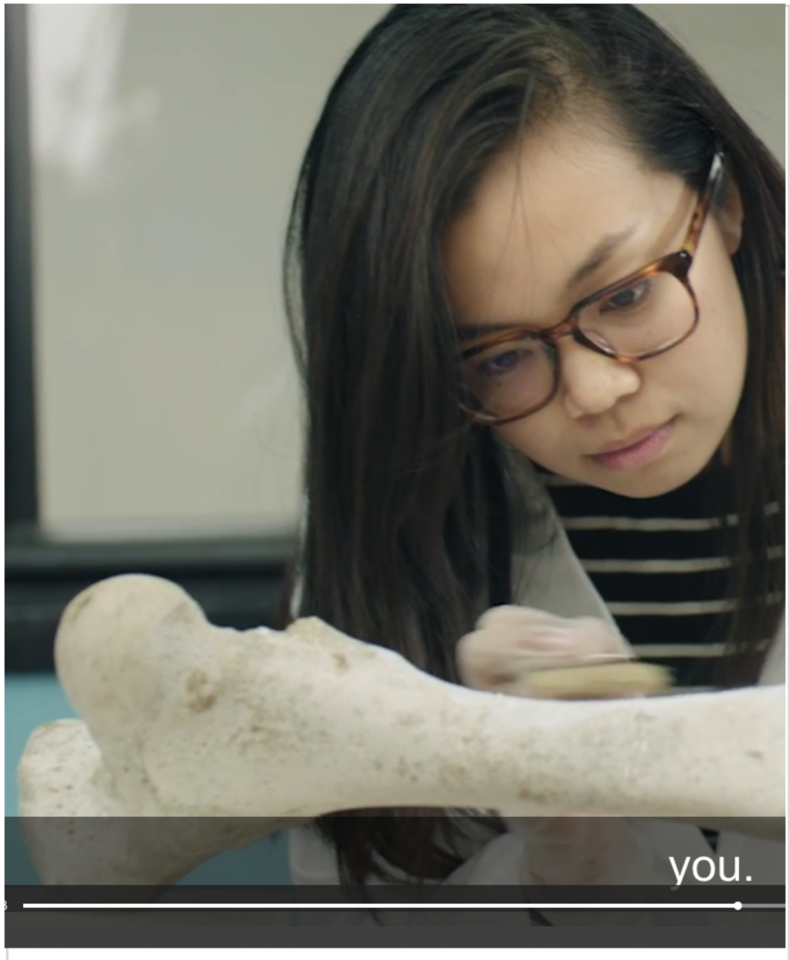
fossil: evidence of life from the past, such as fossilized bones, footprints, or leaf prints
fósil: evidencia de vida del pasado, como huesos, huellas o impresiones de hojas fosilizados

generation: a group of individuals born and living at about the same time
generación: un grupo de individuos que nacieron y viven aproximadamente al mismo tiempo

Evolutionary History @Home Lesson 1

Throughout the year, you can look up vocabulary words in the **glossary** to help you understand what they mean. You can find this in your student pages or in the [Amplify Library.]

Evolutionary History Glossary pages or Amplify Library



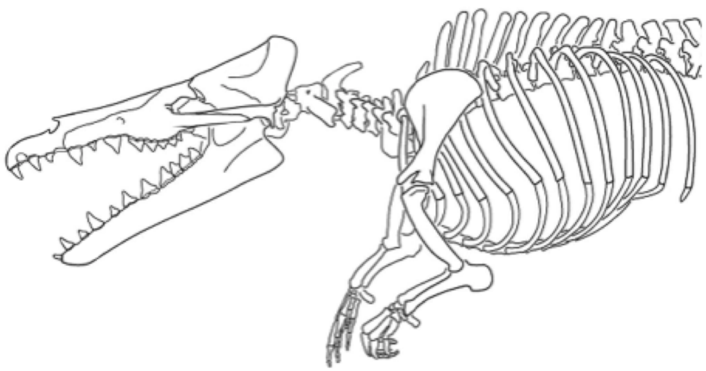
You'll take on the role of student **paleontologists.**

You will work to help the museum director decide where in the museum to place the Mystery Fossil.

Adapted from: Amplify Science *Evolutionary History*Lesson 1.2

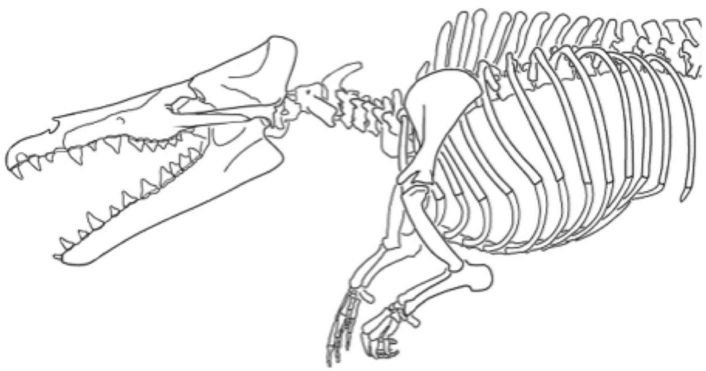
Key activities

- **Introducing the Mystery Fossil and the Natural History Museum:** Students are introduced to the unit problem and their role as student paleontologists.
- **Observe:** Students gain experience noticing similarities between species by examining images that show the body structures of many different species, living and extinct, and considering how to group these species.
- **Introduction to how paleontologists make careful observations.** Students compare two organisms in order to learn about the importance of making careful observations when examining body structures.



Here you will see an image of the mystery fossil. This is a drawing of the fossil that was found and that we will try to identify and place in the museum.

Take a few moments to examine the drawing of the fossil.



To compare organisms, both living and dead, paleontologists look at **bone structures**. Bone structures are often the only thing left to examine once an organism is a fossil.

All kinds of scientists have to get **empirical evidence**, which means evidence from the physical world.

Paleontologists get evidence by observing fossils, while an astronomer might observe the light from distant stars, and a biologist might observe cells growing in a lab.

Here is the question that will guide our first few lessons, and will help us begin to answer our Unit Question:

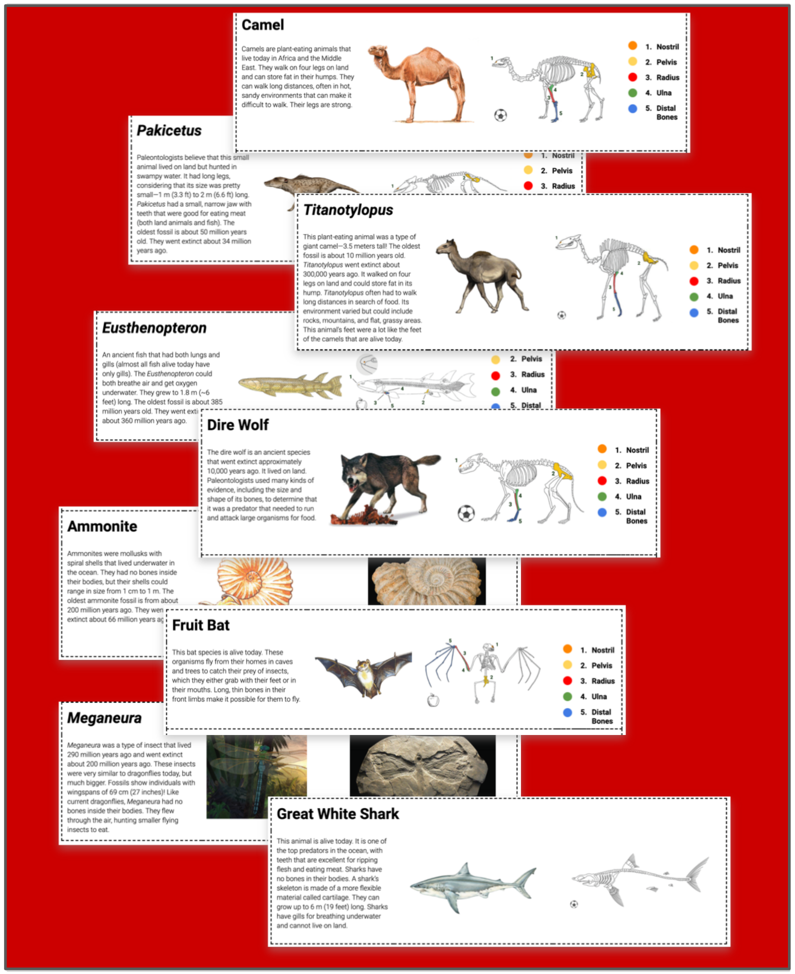
Chapter 1 Question

Where in the museum does this new fossil belong?

When paleontologists discover a new fossil, they compare it to other fossils that have already been found, and to organisms that are alive today. They look for similarities.

Paleontologists are interested in how fossils are **similar to other** extinct species and to species that are alive today.

In this lesson, and many others in the *Evolutionary History* @Home unit, you will need to talk with a partner. Check with your teacher about how you will work with partners in this @Home Unit.



You will need a partner for the next activity.

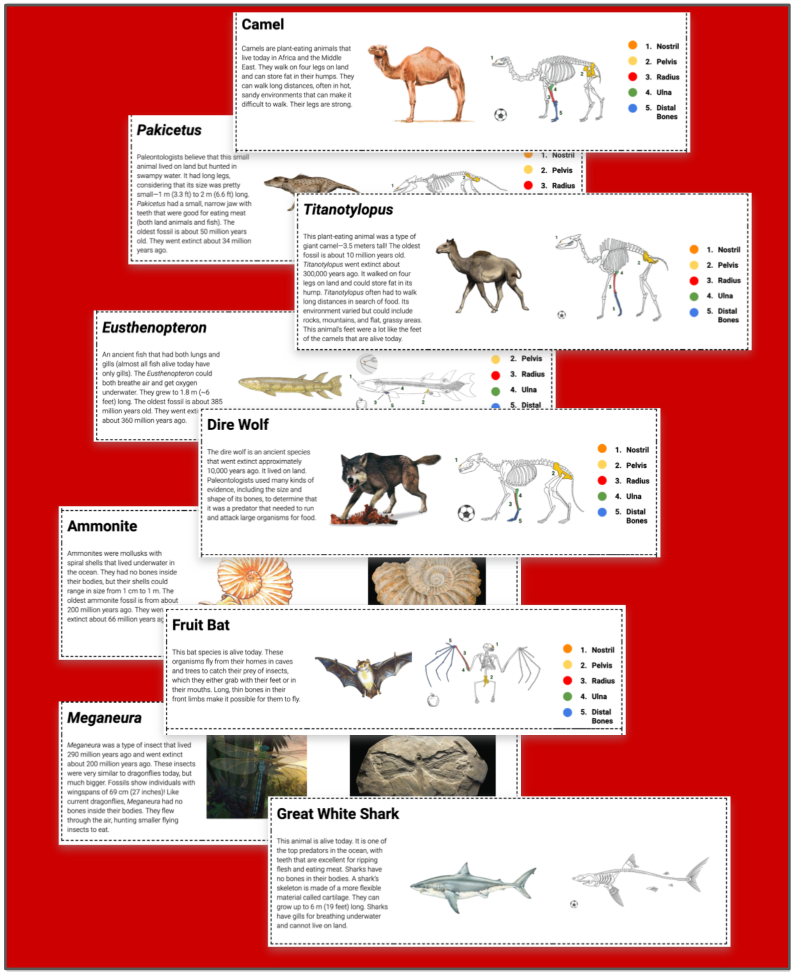
Your first task as student paleontologists will be to decide how to put these species cards into groups that make sense to you and your partner.

Your partner could be a classmate on the phone or someone at home with you.

In this activity, each card describes a species or group of species.

species

a group of organisms of the same kind
(in one or more populations) that do not reproduce with
organisms from any other group



Today, and throughout this unit, you will be investigating many different types of living and extinct organisms. Another way to say this is that you will be talking about many **different species.** Some examples of different species are lions, chickens, and apple trees.