## University & Diversity Learning Segments (approximately 2 traditional class days):

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| LS | Model Move | Est Time  (min) | Overview | What did we figure out? |
| 1 | P | 40-55 | Students explore the phenomenon of biodiversity on Earth by examining a number of organisms. | Our planet is full of wonderful, diverse organisms, and as different as they all are, they also have some similarities. In the next learning segment we discuss these similarities and differences. |
| 2 | P | 35 | Students process the activity and describe unity and diversity patterns as a class. | Despite all the diversity of life on our planet there are several characteristics that every living organism has in common. We also figured out that the environment plays a role in how similar organisms can be very different. |
| 3 | P🡪Q | 20 | Students generate a driving question about biology for the year. | We formed a question about life on this planet that will drive the year’s instruction. We wondered about the phenomena of life being so different yet having several similar characteristics, and we wondered about the role the environment plays in all this unity and diversity. We will work throughout the year to develop a series of models that will help us answer our overall question at the end of the year. |