

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**

Zoology

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Animal Classification</b> 2 weeks		Students will describe the general characteristics of animal classification .  Students will use a taxonomic key to place animals in proper classification	Animal Kingdom Classification Lab  Test on general animal characteristics	Chapters 12 ,13 and 14 in the textbook
<b>Protozoa Animal –Like Protists</b> 2 weeks		Students will compare and contrast animals from the Sarcodina ,Ciliata ,Mastigophora and Sporozoa groups.	Observation labs on the following organisms— Amoeba, Foraminifera ,Radiolarians ,Paramecium, Vorticella Stentor , Euglena , Volvox ,Trypanosoma , and Plasmodium  Test on Major examples of the Protozoans	Chapter15 in the textbook .
<b>Phylum Porifera</b> 1 week		Students will explain the evolutionary importance of the phylum to humans.  Students will describe the body plans of the common sponge .  Students will predict the reproductive stuctures based on the body plan available .	Microscopic observations of Cross-sections on Grantia : calcium spicules  Test on sponge body plan	Chapter 16 in the textbook
<b>Phylum Cnidarian [Coelenterata ]</b> 1 week		Students will explain the evolutionary relationship between humans and animals of this phylum.	Observation lab on the demonstration of Hydra on “water fleas”.	Chapter 17 in the textbook

		<p>Students will predict the life niche of the different members of this phylum based on the body plan of the animal.</p> <p>Students will describe the reproductive habits and life cycle growth patterns of the Hydra , Aurelia , and the sea anemone .</p>	<p>Lab observations on Aurelia and Obelia</p> <p>Lab observations on Phylum models</p> <p>Test on Coelenterata body plan</p>	
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	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>Phylum Platyhelminthes</b> <b>2 Weeks</b>		<p>Students will explain the characteristics of the Turbellaria , Trematoda , and the Cestoda</p> <p>Students will describe the relationship between humans and the “Flatworms”.</p> <p>Students will describe the reproductive habits and growth patterns of the “Flatworms”.</p>	<p>Lab observations on the irritability of a Planaria</p> <p>Lab on the feeding of a Planaria</p> <p>Lab on the characteristics on a “Flute”.</p> <p>Lab on the characteristics of a “Tapeworm”.</p> <p>Test on the characteristics of the Platyhelminthes</p>	Chapter 18 in the textbook
<b>Phylum Aschelminthes</b> <b>1 Week</b>		<p>Students will describe the body plan of the “Roundworms”.</p> <p>Students will explain the reproductive habits and growth patterns of the phylum.</p>	<p>Lab on the characteristics of an “Ascaris “ worm.</p> <p>Lab on the dissection of the “Ascaris “ worm.</p>	Chapter 19 in the textbook

		Students will describe the the relationship between humans and “roundworms”.		
<b>Phylum Annelida</b> <b>1 Week</b>		<p>Students will explain the differences between the earthworm, clamworm and the leech</p> <p>Students will describe the relationship between humans and the “segmented worms “.</p> <p>Students will describe the reproduction in the phylum.</p> <p>Students will explain the evolutionary importance of the body plan of the phylum.</p>	<p>Lab on the cross-sections of an earthworm .</p> <p>Lab on the dissection of an earthworm</p> <p>Test on the characteristics of the Phylum Annelida</p>	Chapter 21 in the textbook
<b>Phylum Mollusca</b> <b>1 Week</b>		<p>Students will predict the evolutionary position of this phylum in regard to humans.</p> <p>Students will describe the body plan of the phylum.</p> <p>Students will explain the reproductive habits and growth patterns of the Mollusks .</p>	<p>Lab on the dissection of a squid.</p> <p>Lab on the dissection of a clam.</p> <p>Test on the characteristics of the Mollusks</p>	Chapter 20 in the textbook
<b>Phylum Echinoderma</b> <b>ta</b> <b>1 week</b>		Students will explain the relationship between humans and the “Echinoderms”.	Lab on the dissection of the seastar	Chapter 24 in the textbook

<p><b>Phylum Arthropoda 3 Weeks</b></p>		<p>Students will describe the characteristics and body plans in the “Echinoderms “.</p> <p>Students will predict the reproductive behavior of the “Echinoderms” based on their anatomy.</p> <p>Students will describe the characteristics of the phylum .</p> <p>Students will predict the economic importance of the phylum on humans.</p> <p>Students will explain the reproduction and development patterns of the “Arthropods”.</p>	<p>Test on the characteristics of the Phylum Echinodermata</p> <p>Lab on the dissection of a Crayfish</p> <p>Lab on the dissection of a honeybee</p> <p>Lab on the dissection of a grasshopper</p> <p>Lab on the collecting of “Arthropods “.</p>	<p>Chapter 22 in the textbook</p>
<p><b>Phylum Chordata 5 weeks</b></p>		<p>Students will discuss the evolutionary process of the development of the phylum</p> <p>Students will describe the characteristics of each class in the phylum;</p> <p>1-Class Cyclostomata 2-Class Chondrichthyes</p>	<p>Lab on the dissection of the sea lamprey</p> <p>Lab on the dissection of the shark.</p> <p>Lab on the dissection of the yellow perch .</p>	<p>Chapter 25 in the textbook</p>

		3-Class Osteichthyes 4-Class Amphibia 5-Class Reptilia 6-Class Aves 7-Class Mammalia  Students will describe the reproductive habits and developmental patterns of each class in the phylum .	Lab on the dissection of the Necturus .  Lab on the dissection of a lizard.  Lab on the dissection of a Rat  Test on the characteristics of the Phylum Chordata	
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