



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title **Adapt for Success (HS-4)***

Subject **Biology**

Grade Level(s) **9-12**

SC Content Standard Biology - Standard B-5. The student will demonstrate an understanding of biological evolution and the diversity of life.

B-5.1. Summarize the process of natural selection.

National Career Development Guidelines Goal/Indicator

Personal Social Development GOAL PS3. Integrate personal growth and change into your career development.

Indicator PS3.A6. Demonstrate adaptability and flexibility when initiating or responding to change.

Career Development Objectives

1. The student will summarize the process of natural selection and how species adapt to survive.
2. The student will identify ways he/she adapts to survive and ensure success in different situations and environments.

Assessment

1. The student will complete a brief report that summarizes the process of natural selection and shows how one species adapts to survive.
2. The student will complete the *Adapt for Success* worksheet.

Preparation

- Prior Learning—Instruction on the process of natural selection and species adaptation
- Handouts/Worksheets—*Adapt for Success* worksheet, handouts and worksheets related to the process of natural selection report
- Resources/Materials—websites for species adaptation research and related resources, textbook
- Time Required—120 minutes plus outside report work and research

* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2001. Used with permission.

Procedures

Part One (60 minutes)

- In this activity, students will further explore the process of natural selection and research how one species survives through adaptation. Students will relate the qualities of adaptability and flexibility to “survival” in their own lives.
- Review with students the key points about the process of natural selection and species adaptation. Brainstorm with students examples of species adaptation.
- Review with students the instructions for the report. They are to write a brief report that summarizes the process of natural selection and shows how one species adapts to survive.
- Review resources for the assignment. Suggested websites include:
 - www.nhptv.org/natureworks
 - <http://teacher.scholastic.com> (animal adaptations)
 - www.uen.org/utahlink/activities/
 - www.ecokids.ca/pub/eco
 - www.itss.brockport.edu
 - www.students.dsu.edu/birkela/Science/animal_adaptaions.htm
 - www.library.thinkquest.org
 - www.fen.com/studentactivities/CCCNet/sciencelab/
- Give students time to complete the assignment as homework.

Part Two — Career Development Connections (60 minutes)

- Engage students in a conversation about how humans have to make adaptations. Brainstorm some examples.
- Remind students that adaptations relate to both physical and behavioral changes.
- Have students think about how they adapt their behavior to different situations (e.g., school, hanging out with friends, work).
- Give students a copy of the *Adapt for Success* worksheet. Have students identify several ways that they have adapted or will need to adapt to be successful in school and work settings.
- Invite students to share some of their “adaptations” to different settings (environments) and situations. What works? What might they change?

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 4. Students will demonstrate a positive attitude towards work and the ability to work together.

Competency 4.5. Learn responsible behavior skills.

Key Employability Skills

Personal Qualities—Responsibility, self-management

Thinking Skills—Problem-solving, decision-making, critical thinking, reasoning

Information Management—Acquires, interprets, and communicates information

Adapt for Success

Name _____

Date _____

Directions: Think about the different situations and environments you find yourself in during the course of a week. How do you adapt your behavior? How do you adapt how you dress? What other adaptations do you make to fit in? Complete the worksheet for each of the three environments below. Think about what works and what you might want to change.

School Environment

1. Behavior Adaptations:

2. What I Wear:

3. Other Adaptations:

Work Environment

1. Behavior Adaptations:

2. What I Wear:

3. Other Adaptations:

Leisure Environment

1. Behavior Adaptations:

2. What I Wear:

3. Other Adaptations:

Think About It (What works, what adaptations you might change)
