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| ***StandardsSB4.a. Construct an argument supported by scientific information to explain patterns in structures and function among clades of organisms, including the origin of eukaryotes byendosymbiosis. Clades should include: ♣ archaea,♣ bacteria,♣ eukaryotes•, fungi• ,plants,• animals***  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples | * Call/Response * Probing Questions * Graphic Organizer * Digital Whiteboard | * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Mon Day 09/29/2025** | LT: I can explain the modern classification system and the concept of clades. SC1: I can describe why taxonomy moved from 5 kingdoms to 3 domains. SC2: I can identify examples of organisms in archaea, bacteria, and eukaryotes. | Hook: Show images of diverse organisms (bacteria, mushrooms, oak tree, human). Ask: 'How are these connected?' (Think-Pair-Share). | Teacher explains clades, domains vs. kingdoms, with visuals of nested hierarchies. | Students use guided notes to classify sample organisms into archaea, bacteria, eukaryotes. | Jigsaw: Each group investigates one domain and prepares a mini-poster with key traits. | **Quizzes** | Exit Ticket: One reason why archaea are considered a separate domain from bacteria. |
| **Tues day**  **09/30/2025** | LT: I can describe structural and functional differences between archaea, bacteria, and eukaryotes. SC1: I can compare prokaryotic vs. eukaryotic cells. SC2: I can explain evidence for endosymbiosis. | Quick Write: 'What do mitochondria and chloroplasts have in common with bacteria?' | Teacher models explanation of endosymbiosis (Lynn Margulis theory) using diagram. | Reciprocal Teaching: Students read a short article on endosymbiosis (roles: summarizer, clarifier, questioner, predictor). | Pairs construct Venn diagram comparing prokaryotes and eukaryotes. | Students answer practice questions from GA Milestone-style stem. | Exit Poll: Do you agree mitochondria were once free-living bacteria? Why/why not? |
| **Wednes day**  **10/01/2025** | LT: I can analyze the classification of fungi, plants, and animals within eukaryotes. SC1: I can identify shared derived traits among these clades. SC2: I can compare protists to other eukaryotes. | Image hook: Show protist diversity (amoeba, algae, paramecium). Ask: 'Why don’t they fit neatly?' | Teacher introduces clades: fungi, plants, animals. Highlight why 'protists' are not a natural clade. | Guided practice: Students sort cards with traits (cell wall type, mode of nutrition, mobility). | Small group debate: Should 'protists' remain a formal group? Groups defend positions with evidence. | Independent: Cornell notes on fungal, plant, and animal traits. | Exit Ticket: Name one trait fungi and animals share that plants do not. |
| **Thurs day**  **10/02/2025** | LT: I can construct an argument using evidence to support classification decisions. SC1: I can defend placement of an organism in its clade. SC2: I can critique common misconceptions about classification. | Socratic Seminar question posted: 'Do humans belong with fungi or plants?' (students brainstorm). | Teacher models how to write an evidence-based claim using CER (Claim-Evidence-Reasoning). | Whole-class Socratic Seminar: students argue placement of organisms based on evidence. | Collaborative Writing: Teams draft CER arguments for classification of an assigned organism. | Students polish their CER individually. | Exit Ticket: Write one evidence statement you used in your argument. |
| **Friday**  **10/03/202** | LT: I can synthesize my knowledge of taxonomy and clades into a structured argument. SC1: I can explain how clades reflect evolutionary relationships. SC2: I can apply taxonomy concepts to classify new examples. | Hook: Show images of diverse organisms (bacteria, mushrooms, oak tree, human). Ask: 'How are these connected?' (Think-Pair-Share). | Teacher explains clades, domains vs. kingdoms, with visuals of nested hierarchies. | Students use guided notes to classify sample organisms into archaea, bacteria, eukaryotes. | Jigsaw: Each group investigates one domain and prepares a mini-poster with key traits. | Exit Ticket: One reason why archaea are considered a separate domain from bacteria. |  |