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| ***StandardsSB4c. Construct an argument supported by empirical evidence to compare and contrast the characteristics of viruses and organisms.***  **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 |
| **Wednes Day 10/15/2025** | I can compare and contrast viruses and living organisms based on structure, reproduction, and function.  SC1: Identify key differences between viruses and living organisms. SC2: Explain why viruses are considered nonliving using scientific reasoning. | Hook (Quick Write): Students respond to 'What makes something alive?' while viewing images of viruses and cells. (Quick Write + Visual Inquiry) | Direct Instruction (Think-Aloud): Model analysis using Venn diagram comparing viruses vs. organisms (structure, metabolism, reproduction). (Modeling + Graphic Organizer) | Guided Practice: Class completes a 'Viruses vs. Organisms' chart; discuss responses. (Guided Notes + Discussion) | Collaborative Jigsaw: Groups analyze structure, reproduction, adaptation, metabolism; present findings. (Jigsaw Cooperative Learning) | Independent CER Writing: Write argument defending whether viruses are 'living or non-living.' (CER Writing) | Exit Ticket: 'List one reason scientists debate whether viruses are alive.' (Reflection Prompt) |
| **Thurs day**  **10/16/2025** | I can synthesize and review evidence supporting evolution, taxonomy, and phylogenetic relationships.  SC1: Explain how DNA and fossils support evolution. SC2: Interpret a phylogenetic tree showing shared ancestry. | Warm-Up (Gallery Walk): Posters of Unit 2 visuals (Darwin’s finches, Tree of Life). Students post 'I notice/I wonder.' (Gallery Walk + Visual Literacy) | Mini-Lesson Review: Review key concepts with concept map connecting evolution, classification, and clades. (Concept Mapping) | Reciprocal Teaching: Groups rotate roles—summarizer, questioner, clarifier, predictor—while reading review passages. (Reciprocal Teaching) | Socratic Seminar Debate: 'Do molecular similarities prove common ancestry?' (Socratic Seminar + Evidence-Based Reasoning) | Independent Study Organizer: Complete 'Unit 2 Review Chart' linking theory, examples, and diagrams. (Self-Monitoring) | Exit Ticket: 'Which topic do I need to review most before the test?' (Metacognitive Check) |
| **Fri day**  **10/17/2025** | I can demonstrate mastery of Unit 2 concepts through application and analysis questions.  SC1: Analyze data and apply biological principles. SC2: Explain relationships among evolution, classification, and cellular structures. | Bell Ringer (Retrieval Practice): 3 review questions on key Unit 2 concepts. (Retrieval Practice) | Test Instructions: Model how to approach application-based questions and CER prompts. (Think-Aloud) | Unit 2 Test (Performance Task): Multiple-choice and CER-based responses. (Performance Assessment) | Peer Discussion: Pairs discuss which question was most challenging. (Think-Pair-Share) | Reflection Sheet: 'What was my strongest area in Unit 2? Where do I need to grow?' (Self-Assessment + Goal Setting) | Exit Reflection: 'One strategy that helped me succeed this week…' (Reflective Journaling) |