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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
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| **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) |