Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Overview: Students will be able to articulate how characteristics unique to the various domains and kingdoms of organisms provide for favorable reproduction success among species within those kingdoms. Traditional classification, modern evolutionary classification, and the tree of life will be models of exploration. Students will apply characteristics of a living thing to determine if all microbes are living things. A variety of tools will be explored to evaluate the impact of prokaryotes and viruses on human health. This unit will examine each of the major taxonomic kingdoms in order to gain an appreciation of what sets apart organisms from one kingdom to the next. The theme of cell structure, energy use, genetics, evolution, and natural selection are reinforced. *Unit primarily based on Disciplinary Core Idea LS4.C (Adaptation).*

Overview	Standards for Science	Unit Focus	Essential Questions
Unit 4 **Classification / Taxonomy and Microbes**	• HS-LS2-8 • HS-LS4-1 • HS-LS4-2 • HS-LS4-3 • HS-LS4-4 • HS-LS4-5	• Life is organized. • Why science insists on classifying and organizing life. • Evolutionary relationships affect the way scientists classify organisms. • Life is organized into three domains and six kingdoms utilizing four high-level characteristics. • Specific tools are utilized in the area of taxonomy. • Are all microbes living? • What are the different animals? Different plants? Different fungi? Different protists? • Dissection to visually reinforce understanding of plants and vertebrates.	• What is the goal of biologists who classify living things? • What are the major groups within which all organisms are currently classified? • What are the tools used by taxonomists? • What does the tree of life show? • Are all microbes that make us sick made of living cells? • What is a virus? • How can we prevent bacterial and viral diseases from spreading? • What roles do prokaryotes play in the

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Unit 4: Enduring Understandings	• Life is organized by characteristics. • Cell type, cell structure, mode of nutrition, and number of cells are characteristics that provide the backbone for organization. • Evolution by natural selection has reinforced understanding of taxonomy. • Specific tools identify different aspects of classification. • Microbes impact all aspects of life. • Controlling the spread of disease is critical to human health. • Life is organized into six kingdoms. Within each kingdom, further division are made based upon differences in that kingdom.	living world? • Why are emerging diseases particularly threatening to human health? • What are the differences among all the animals? All the plants? All the fungi? All the protists?

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
Unit 4: **Classification / Taxonomy and Microbes**	HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.	5	40
	HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	5	
	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment	9	
	HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	4	
	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations	5	
	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some	12	

		species, (2) the emergence of new species over time, and (3) the extinction of other species		
	Assessment, Re-teach and Extension **last 4 days for Final Exam preparation*		40	

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Unit 4 Laboratory Biology		
Disciplinary Core Ideas	**Indicator #**	**Indicator**
ETS1.A: Defining and Delimiting Engineering Problems The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1) **ETS1.B: Developing Possible Solutions** A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4) **ETS1.C: Optimizing the Design Solution** Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (MS-ETS1-3)	HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
	HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
	HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment
	HS-LS4-3	Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

	HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations
	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Unit 4 Laboratory Biology	
• **Assessment Plan**	
• Exploratory activities • Warm-up activities • Individual/Group Lab report • Class discussions • Student Participation • Teacher Observations	• Quizzes • Tests • Authentic assessments and projects • Exploratory activities • Presentations • Current Events

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Resources	Activities
•Chromebooks •Textbook •Videostreaming •BrainPOP •Puzzlemaker: Game Based Learning | Discovery Education **Diversity, Equity & Inclusion Educational Resources** https://www.nj.gov/education/standards/dei/	• Use various forms of expository writing-procedural writing, narrative writing, descriptive writing, labeling, as well as to create visuals, graphs, tables, diagrams and charts. • Use scientific argumentation with exercises on writing claims, using evidence to support your claim and explaining the reasoning behind their claim. • mini-lessons • independent reading • films • website exploration • discussions, dialogues • debates • partner or small group work • student presentations, reports, journals, reflections, • in-class assessments, • written reports, essays, research, and homework • reinforcement of prefix, suffix, root words to build upon general & disciplinary vocabulary
Instructional Best Practices and Exemplars	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills
9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection. 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Modifications for Special Education/504

Students with special needs: Note: Teachers identify the modification they will use in the unit. Input via 504 and IEP plans will be implemented.

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success.

- At first signs of failure, student work will be reviewed to determine support.
- This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
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Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

English Language Learner	Modifications for Gifted Students
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors ☐ Grades 9-12 WIDA Can Do Descriptors: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications that may include: • Relate to and identify commonalities in Social Studies studies in student's home country • Assist with organization • Use of computer • Emphasize/highlight key concepts • Teacher Modeling • Peer Modeling Label Classroom Materials - Word Walls	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. ● Raise levels of intellectual demands ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student's readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Critical and creative thinking activities that provide an emphasis on research and in-depth study ● Enrichment Activities/Project-Based Learning/ Independent Study ● Variety of Repertoire: 3- 5 extra song selections ● above and beyond expectation for non- auditioned class., high school level selection Additional Strategies may be located at the links: ❖ Gifted Programming Standards ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy REVISED Bloom's Taxonomy Action Verbs

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Interdisciplinary Connections
ELA: **RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. **RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **Math:** **MP.2** Reason abstractly and quantitatively. **MP.4** Model with mathematics. **6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. **7.RP.A.2** Recognize and represent proportional relationships between quantities. **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **7.EE.B.6** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Winslow Township School District

Laboratory Biology Curriculum

Unit 4: Classification/Taxonomy and Microbes

Integration of Computer Science and Design Thinking NJSLS 8
8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.