

# (DI) Layered Curriculum Lesson Plan Form -Name \_\_\_\_\_

Teacher:	Dr. Mary Lee and Angela Ross (GCT/TAG)
Subject	Life Science
Unit of Instruction:	Classification of Plants and Animals
Implementation Dates:	November 10 <sup>th</sup> -November 21 <sup>st</sup>
Standards:	<p><b>S5L1. Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification.</b></p> <p>a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal).</p> <p>b. Demonstrate how plants are sorted into groups.</p>

Curriculum Layers	Student Unit Learning Activities	Pts	Ern
<p><b>EVERYONE MUST DO ALL OF THESE</b> →</p> <p><b>CHOOSE ENOUGH OF THE FOLLOWING TO SHOW YOU ARE PROFICIENT/ADVANCED</b> ↓</p>	<p>1. Assemble the Three Ring Portfolio with assignments from below.</p>	50	
<p><b>1st Layer</b> : Basic knowledge, understanding. The student builds on his/her current level of core information.  <b>Proficient = 60 points</b>  <b>Advanced = 100 points</b>                      Bloom's Taxonomy: Knowledge</p>	<p>1. Watch the BrainPOP video on <b>Classification</b> and take the quiz.                      2. Watch the BrainPOP video on <b>Six Kingdoms</b> and take the quiz.                      3. Watch the BrainPOP video on <b>Vertebrates</b> and take the quiz.                      4. Watch the BrainPOP video on <b>Invertebrates</b> and take the quiz.                      5. Watch the BrainPOP video on <b>Seed Plants</b> and take the quiz.                      6. Watch the BrainPOP video on <b>Seedless Plants</b> and take the quiz.                      7. Engage in any of the student interactives listed on the Gifted Education page Diversity of Life and take the quiz.</p>	<p>10 10 10 10 10 10 10 each</p>	<p>👍 👍</p>
<p><b>2nd Layer</b> : Application or manipulation of the information learned in the 1st layer. Problem solving or other higher level thinking tasks.  <b>Proficient = 50 points</b>  <b>Advanced = 60 points</b>                      Bloom's Taxonomy: Application &amp; Analysis</p>	<p>1. Create a Trading card for an animal in each of the vertebrates group (ie mammals, birds, fish, reptiles, and amphibians.)                      2. Create a Venn Diagram comparing and contrasting the taxonomy of two different animals.                      3. Create a Trading card for a vascular and a non-vascular plant. Be sure to include appropriate taxonomy and the way in which it reproduces.                      4. Create a Venn Diagram comparing and contrasting the taxonomy of two different types of plants.                      5. Using Quizlet, create flashcards for pertinent vocabulary. (Minimum 20)</p> <p>Use the following to join our class.  <a href="http://quizlet.com/join/PafGqhwjb">http://quizlet.com/join/PafGqhwjb</a></p>	<p>20 10 20 10 10</p>	
<p><b>3rd Layer</b> : Critical Thinking and Analysis. This layer requires the highest and most complex thought.</p>	<p>1. <b>New Discovery.</b> A scientist discovers an organism she has never seen before. Describe the process she goes through to determine the taxonomy of the organism. Write 2-3 paragraphs (<u>Microsoft Word</u>)</p>	50	

<p><b>Choose one and complete for 50 points.</b> Bloom's Taxonomy: Synthesis &amp; Evaluation</p>	<p>2. You have been named the curator of the new <b>Diversity of Life Museum</b>. The museum has six different galleries containing specimens from both the Plantae and Animalia kingdoms. Create a brochure that explains each gallery and specimens it contains.</p> <p>3. <b>Backyard Biology</b>. Make a list of all the living plants and animals that can be found in your backyard/neighborhood. Survey to find out how many of each species are found there. Create a graph of the specimens. You choose the categories from your graph ie vertebrates/invertebrates; mammals, birds, fish, reptiles, and amphibians; vascular/non-vascular; seeded plants/seedless plants; etc. Be sure your graph has the appropriate labels and titles. Additionally, please interpret the data using 2-3 self-created questions ie What is the percentage of vertebrates found in my neighborhood? What is the percentage of seedless plants in my backyard? Etc. (Microsoft Excel)</p>	<p>50</p> <p>50</p>	
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Less than 100=Does not Meet  
100-210=Progressing  
210-259= Proficient/Meets  
260=Advanced/Exceeds

Total

## Student Self-Reflection

What did you enjoy most about this unit?

What did you find most challenging about this unit?

What would you do differently next time?

What was the coolest/most interesting thing you learned?