Name: _____ Class Period: _____

" S7L1 a&b - Classification of Living Organisms"

Start Date: Aug 28, 2017
End Date: Sept 15, 2017

DOK 1- Beginning	**DOK 2- Developing**	**DOK 3- Proficient**	**DOK 4- Distinguished**
Pre-Assessment (Place score at the bottom of the sheet) Self-Assess from the Pre-Assessment **Student notes for DOK 1:** *Complete **Must Do** and then select either the Website task, notes from the powerpoints or create your own assignment. Be sure you take the vocabulary assessment and then conference with teacher before moving on to DOK 2.* **MUST DO:** Record vocabulary terms and definition in some format for study purposes (flashcards, memory game, writing word/definition,	**PI A** *Must Do:* Select an organism and create a visual identifying the 7 levels of classification for that organism. *Choose either 1 or 2* 1. Gizmo - Dichotomous Key 2. Complete 2 Dichotomous Key Sheets (Choose 2 of the 3: Dragon Creature, Wildlife, Frosty) _____ **PI B** Create a visual model (powerpoint, booklet, product cube) that shows the physical characteristics (type of cell, food source, number of cells, how it reproduces) of each kingdom in the six kingdom classification system. **Create your own assignment related to the 6 Kingdom classification system. . MUST be teacher approved	**PI A *Choose either 1 or 2*** 1. Create a Dichotomous Key using a set of organisms - choose 1 sheet a) Create your own dichotomous key - Insects b) Create your own dichotomous key - weird creatures c) Create your own dichotomous key - animal variety 2. Create your own Dichotomous Key Activity _____ _____ _____ **PI B** Evaluate the historical models of classification and select an organism and identify	**PI A** Create your own assignment. MUST be teacher approved. or Taxonomy Project - In The Year 2525 _____ **PI B** Develop a fictitious organism, and defend its placement into each of the historical models (types of classification by past scientists) of classification.

powerpoint slides, foldable, TIP chart, etc.) (Share with Teacher when done) **PI A: organism, classification, binomial nomenclature PI B Genus, Phylum, Class, Order, Family, Species, prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph, heterotroph, archaebacteria, eubacteria, protista, fungi, animal, plants**		where the organism would be placed in each of these historical models and why. (ex. Aristotle originally said 'tree, shrub or herb' based on general physical features. Later those groups names were divided into more specific names based on characteristics of each individual plant.)	
Performance Indicator A - Classify a set of given objects (strawberries, pencil, banana, paper, placemats, hats, gifts, wrapping paper, cards, table cloth, plates, drinks) **Performance Indicator B** - Create a timeline of the history of classification. **Create your own			

assignment related to vocabulary terms above. MUST be teacher approved			
Vocabulary Quiz Attempt 1: _____ Attempt 2: _____	DOK2 Formative Assessment on Illuminate. See teacher for Access Code. Attempt 1: _____ Attempt 2: _____	DOK3 Formative Assessment on Illuminate. See teacher for Access Code. Attempt 1: _____ Attempt 2: _____	Formative Assessment: Same as Assignment Score: _____

Pre-Assessment: _____ **Post-Assessment: _____**
Goal for Playlist: Level _____

Unit Competency: MS7 **The student will apply scientific and engineering practices to understand and analyze the structural similarities of organisms and how they can be compared scientifically.**

Performance Indicators:
A. Develop and defend a model that can be used to identify a collected group of organisms and determine their classification based on common characteristics. (S7L1a.)

B. Evaluate historical models and be able to identify the characteristics (prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph heterotroph, and unique cell structures) of an organism and determine the placement of the organism into the six kingdom classification system. (S7L1.b)

Learning Targets:

1. K1- I can group organisms based on similar physical characteristics. (PI A)
2. K2- I can identify a scientific name. (PI A)
3. K3- I can list different types of models. (PI A & B)
4. K4- I can name the seven levels of classification. (PI B)
5. K5- I can identify that there are six kingdoms of classification. (PI B)
6. K6- I can use a field guide and dichotomous key to identify the scientific name of an organism. (PI A)
7. R1- I can determine the appropriate model to use in a given situation. DOK2 (PI B)
8. R2- I can classify organisms based on given characteristics. DOK2 (PI B)
9. S1- I can construct a dichotomous key or field guide that can be used to identify the scientific names of a set of organisms. DOK3 (PI A)
10. P1- I can develop and defend a model that can be used to identify a collected group of organisms and determine their classification based on common characteristics. DOK3 (PI A)

Unit GSE:
S7L1. Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.
a. Develop and defend a model that categorizes organisms based on common characteristics.

b. Evaluate historical models of how organisms were classified based on physical characteristics and how that led to the six kingdom system (currently archaea, bacteria, protists, fungi, plants, and animals). *(Clarification statement: This includes common examples and characteristics such as, but not limited to, prokaryotic, eukaryotic, unicellular, multicellular, asexual reproduction, sexual reproduction, autotroph, heterotroph, and unique cell structures. Modern classification will be addressed in high school.)*

**** Historical Models are the ways in which organisms were classified in the past by Aristotle and Linnaeus**

**** Using the correct model in a given situation refers to using a Dichotomous Key or Field Guide**

Direct Instruction/Whole Class

- **6 Kingdoms of Life Activity**
- **Sorting and classifying Shapes Lab Sheet (work in pairs)**
- **Dichotomous Key activities (smiley sheet, alien)**

Warm - Ups/Class Discussion

- How would you define/describe something as living vs non-living?
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Accommodations:

Small group for Tier IV

- extended time

-modified tests

Gifted-

May start on Level 2 DOK if pass assessment

Expectation DOK 4 will be reached