



Course Title: Bio	Semester: Fall
Teacher Name:	School Year:



Course Overview

[Insert a brief overview of the course, description of the course, and if course ends in a regent]

Unit	Essential Question	Content Goals	Skill Goals	NYS Standards	Supports for Special Education and ENL	Formative and Summative assessments
Unit 1: Marathon Runner	How does the human body maintain dynamic equilibrium and respond to internal and external changes in its environment?	Topic: Homeostasis and Feedback Mechanisms in Humans	Developing and Using Models Planning and Carrying out Investigations Constructing Explanations and Designing Solutions	PEs: HS-LS1-2 HS-LS1-3 HS-LS1-7	Class Consensus Discussion Consensus-Building Share Domino Discover Idea Carousel Read-Generate-Sort-Solve Rumors Think-Talk-Open Exchange Claim-Evidence-Reasoning (CER) Sequence Chart Text Annotation Three-Level Guide	Formative: exit tickets, exams, quiz, regent-based assessments

<p>Unit 2: Humans vs. Bacteria</p>	<p>How has evolution shaped how humans and bacteria interact? How can we prevent future outbreaks of bacterial infections?</p>	<p>Topic: Natural Selection and the Interdependence of Organisms</p>	<p>Asking Questions and Defining Problems</p> <p>Analyzing and Interpreting Data</p> <p>Constructing Explanations and Designing Solutions</p> <p>Obtaining, Evaluating, and Communicating Information</p>	<p>PEs: HS-LS2-8 HS-LS4-2 HS-LS4-3 HS-LS4-4 HS-LS4-5</p>	<p>Cause and Effect Chart Claim-Evidence-Reasoning (CER) Concept Mapping Evidence Gradient Sequence Chart Text Annotation Text Graffiti Three Level Guide Class Consensus Discussion Consensus-Building Share Domino Discover Idea Carousel Questions Only Read-Generate-Sort-Solve Rumors Think-Talk-Open Exchange</p>	<p>Formative: exit tickets, exams, quiz, regent-based assessments</p>
<p>Unit 3: Evolution of Sick Humans</p>	<p>How have our environments and culture changed over time? How have these changes impacted our health?</p>	<p>Topic: Genetics, Protein Synthesis, and the Mismatch Hypothesis</p>	<p>Asking Questions and Defining Problems</p> <p>Developing and Using Models</p> <p>Analyzing and Interpreting Data</p> <p>Constructing Explanations and Designing Solutions</p>	<p>PEs: HS-LS1-1 HS-LS3-1 HS-LS4-1 HS-ETS1-2 HS-ETS1-3 HS-ETS1-4</p>	<p>Claim-Evidence-Reasoning (CER) Sequence Chart Text Annotation Text Graffiti Class Consensus Discussion Consensus-Building Share Domino Discover Idea Carousel Read-Generate-Sort-Solve</p>	<p>Formative: exit tickets, exams, quiz, regent-based assessments</p>

			Obtaining, Evaluating, and Communicating Information		Rumors Think-Talk-Open Exchange	
Unit 4: Saving the Mountain Lion	How can we save the mountain lion?	Topic: Reproduction and Genetic Variation	Developing and Using Models Analyzing and Interpreting Data Engaging in Argument from Evidence	PEs: HS-LS1-4 HS-LS3-2 HS-LS3-3 HS-LS1-8 (NYSSLS only) HS-LS4-3	Class Consensus Discussion Consensus Building Share Domino Discover Idea Carousel Questions Only Read-Generate-Sort-Solve Rumors Think-Talk-Open Exchange Think-Talk-Open Exchange + Buzzwords Concept Mapping Sequence Chart Text Annotation	Formative: exit tickets, exams, quiz, regent-based assessments
Unit 5: Food for All	What caused an epidemic of pellagra in the early 20th century?	Topic: Energy and Matter in Ecosystems	Developing and Using Models Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions	PEs: HS-LS1-5 HS-LS1-6 HS-LS2-3 HS-LS2-4 HS-LS2-1	Class Consensus Discussion Consensus-Building Share Domino Discover Idea Carousel Read-Generate-Sort-Solve Rumors C-E-R graphic organizer Chunking with partner reading Text Annotation	Formative: exit tickets, exams, quiz, regent-based assessments

<p>Unit 6: Woolly Mammoth</p>	<p>What caused the woolly mammoth to go extinct? Should we bring the woolly mammoth back?</p>	<p>Topic: Ecosystem Resilience, Climate Change, and Human Impact</p>	<p>Engaging in Argument from Evidence Developing and Using Models Using Mathematics and Computational Thinking Constructing Explanations and Designing Solutions</p>	<p>PEs: HS-LS2-5 HS-LS2-2 HS-LS2-6 HS-LS2-7 HS-LS4-6 (NGSS, not in NYSSLS) HS-ESS2-6 (NYSSLS only) HS-ETS1-1</p>	<p>Consensus Building Share Domino Discover Idea Carousel Read-Generate-Sort-Solve Rumors Think-Talk-Open Exchange Chunking Text Partner Reading Text Annotation</p>	<p>Formative: exit tickets, exams, quiz, regent-based assessments</p>