|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Launch Event+ Structure of a Virus5mins- Bell Ringer #1 10mins- Launch Event: Time Magazine letter10mins-“What do we need to know?” chart 25mins-Structure of Virus Lesson + Activity 5mins- Exit Ticket #1 | Structure of a Virus + Virus Reproduction 5mins- Bell Ringer #210mins- Continue Structure of Virus10mins- Virus Structure Discussion25mins-Virus Reproduction Lesson + Team Polling 5mins- Exit Ticket #2 | **Investigation:** Modes of Viral Transmission5mins- Bell Ringer #310mins-Introducing investigation *“How does structure and function related to viral transmission?”*40mins-Group Research  | **Investigation:**Modes of Viral Transmission20mins- Wrap up research20mins- Students will create an infographic10mins- Students will write a brief summary accompanying the infograph5min Bell Ringer #3 | Virus Article5mins- Handout Rubric10mins- Explain Rubric for Time Magazine Article 35mins- Students will write a professional news article about viruses5mins- Students will upload articles on Google docs |
| **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
| HIV/AID vaccine5mins- Bell Ringer #445mins- 5E lesson *“Why do we not have a vaccine for HIV?”* 5mins- Exit Ticket #4 | Mutation Benchmark LessonDue: Virus Article5mins- Bell Ringer #515mins- Types of Mutation Benchmark Lesson + Place Mat 30mins- Mutating DNA Sequence Activity5mins- Exit Ticket #5 | **Investigation:**Mutation Case Study 10mins- Pass out and explain Investigation handout40mins- Group Research and create a poster. Driving question: “*What causes of sickle cell anemia?”*5mins- Wrap up research and hang up posters.  | Mutation Case Study + Intro Natural Selection15mins- Socratic discussion about sickle cell anemia35mins- 5E lesson “Natural Selection on Darwin’s Finches” 5mins- Wrap up and collect Material  | Mutation Article5mins- Bell Ringer #65mins- Handout Rubric for Time Magazine Article 35mins- Students will write a professional news article about mutation and upload articles on Google docs5mins- Exit Ticket #6 |
| **Day 11** | **Day 12** | **Day 13** | **Day 14** | **Day 15** |
| **Investigation:** Natural Selection5mins- Bell Ringer #715mins- *“What is Natural Selection? How does it occur?”* Launch Event35mins- Students in groups of 2 will research one of 4 processes of natural selection.  | **Investigation:** Natural SelectionDue: Mutation Article 5mins- Pass out Presentation Rubric40mins- Continue group work and create presentation5mins- Wrap up and save file5mins- Exit Ticket #7  | **Presentations + Gallery Walk**5mins- Students will hang their presentation around the room 30mins-Students will participate in gallery walk while filling out Q&A sheet20mins- Socratic Discussion and Wrap Up  | Revise Articles + Word Publisher 10mins- Pass back teacher revised Virus and Mutation Articles 15mins- Word Publisher Lesson25mins- Students will peer edit articles 5mins- Wrap Up  | Phylogeny of “Cell Phones”5mins- Bell Ringer #8 45mins- 5E “How have cell phones evolved?” Lesson Plan5mins- Exit Ticket #8  |
| **Day 16** | **Day 17** | **Day 18** | **Day 19** | **Day 20** |
| Phylogeny + Evidence of Common Ancestry5mins- Bell Ringer #95mins- Video30 min- Cladogram Worksheet and Venn Diagram10 min- Collaboration5mins- Exit Ticket #9 | Evidence of Common Ancestry5mins- Video15mins- Continue group work + create phylogenetic tree using evidence of common ancestry 10mins- Collaborate15mins- Present phylogenetic tree10mins- Group Discussion  | **Investigation** Phylogeny of Benghazi HIV5mins- Bell Ringer #1010mins-Review Benghazi incident and goals 10mins-Launch Event, driving question; “What is the relationship between the HIV strain in the region and HIV strain present in the 400 infected children? 25mins- Group work5mins- Wrap up | **Investigation** Phylogeny of Benghazi HIV5mins- Pass out rubric20mins- continue group work + create two phylogenetic tree(one proving innocence, one proving guilt)10mins- Group Discussion, compare and contrast trees between groups 15mins- Revise tree5mins- Exit Ticket #10 | Phylogeny Article5mins- Handout Rubric for Time Magazine Article 45mins- Students will write a professional news article about viruses and upload articles on Google docs5mins-Wrap up  |
| **Day 21** | **Day 22** | **Day 23** | **Day 24** | **Day 25** |
| Documentary Script Writing 5mins- Handout rubric15mins- Explain rubric for documentary script10mins- Place students into groups of 4 & assigned roles 25mins- Students will write documentary script + upload on to Google Docs | Documentary Script Writing Due: Phylogeny Article50mins- Students will continue write documentary script + meet with teacher to check progress5mins- Wrap up  | Finish Script Writing + Revision15mins- Students will finish writing scripts20mins- Peer Edit Scripts 15mins-Revise scripts and turn it in5mins-Wrap Up  | Filming15mins- Operating Camera lesson15mins- Students will practice using cameras in the classroom20mins- Start filming5mins- Wrap up  | Start Filming5mins- Pass out rubric for documentary video 35mins- continue filming15mins- download video on to a computer for Monday  |
| **Day 26** | **Day 27** | **Day 28** | **Day 29** | **Day 30**  |
| Video Sequencing5mins- Handout Video Sequence worksheet 15mins- Video Sequencing Lesson25mins- Practice using different effects. 10mins- Example of good documentaries | Video Sequencing45mins- Continue Video Sequencing + compile all your articles into a “complete” Time Magazine10mins- Wrap up & Discussion | Finish Video Sequencing20mins- Continue video sequencing + Time Magazine 10mins-Peer Edit 15mins- Revise documentary 10mins- Arrange order of presentation | Documentary Viewing 5mins-Set up presentation12mins- 1st group presentation (2mins Q&A)12mins-2nd group 12mins- 3rd group 12mins-4th group \*any extra time can be used for general criticism, feedback or comments about presentation | Documentary Viewing 5min- Set up presentation12mins- 5th group12mins-6th group 12mins-7th group 12mins-8th group \*any extra time can be used for general criticism, feedback or comments about presentation |