Unit Title:	Earth's Place in the Universe: Galaxies
Unit Vocabulary:	Galaxy, Milky Way, Star, Solar System, Spiral Galaxy, Elliptical Galaxy, Irregular Galaxy, Black Hole, Gravity, Telescope
Upcoming Common Assessments (Mastery Connect):	Mastery Connect (Scaling of the Solar System and Galaxy)

	Standard(s) + Learning Objective	**Activating Experience** (Opening, may include "Scholar Starter")	**Learning Experience** (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	**Formative or Summative Assessment(s)**	**Summarizing Experience** (Closing)	**WICOR, AVID and/or ELLevation Strategies** (aligned with learning objective)
M O N D A Y	**Standard** (write out)**:** 8-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. **Learning Objective** **Skill (what), Content (why), Product (how):** The scholars will be able to explain what galaxies are by describing their size, types, movement, black holes, and how scientists observe them using	True or False The following statements will be answered by the scholars: 1. A galaxy is smaller than the solar system. 2. There are different types of galaxies. 3. Black holes can be found in galaxies.	**Standards Based Materials & Resources:** PowerPoint Presentation Galaxies Guided Notes **Content/Academic Vocabulary:** Galaxy, Milky Way, Star, Solar System, Spiral Galaxy, Elliptical Galaxy, Irregular Galaxy, Black Hole, Gravity, Telescope **ILAP/IEP/504 Scaffolds & Supports:** -Visuals and labeled diagrams of galaxies -Sentence frames (e.g., "A galaxy is _____.")	Turn-and-Talk Explanation Task: Scholars explain to a partner: A galaxy is _____. It is very large and contains _____. One thing scientists know about galaxies is _____. Sentence Frames	"Galaxy 3–2–1" Exit Reflection Complete the following on an exit ticket: 3-things you learned about galaxies 2-facts about galaxies (types, size, movement, or black holes) 1-way scientists observe galaxies	Writing -Frayer Model completion for Galaxy -3–2–1 Galaxy Exit Ticket Inquiry -Costa's Level 2 & 3 questioning Collaboration -Partner discussion using sentence frames -Peer sharing of Frayer Models

	discussions, visuals, and writing.	4. Scientists use tools to observe galaxies.	**Opportunities to SWRL:** Speaking: Scholars explain galaxy types or images to a partner or small group. Writing: Scholars write a short paragraph describing what a galaxy is. Reading: Scholars read short informational texts or captions about galaxies. Listening: Scholars listen to peer explanations and teacher instruction. **Costa's Levels of Thinking/Questioning:** **Level 1:** What is a galaxy? **Level 2:** How are different types of galaxies alike and different? **Level 3:** Why is the Milky Way considered a galaxy?		One thing I learned about galaxies is _____. A fact about galaxies is _____. Scientists observe galaxies by using _____.	Organization -Cornell Notes Reading -Close reading of captions and diagrams
T U E S	**Standard** (write out)**:** 8-ESS1-2: Develop and use a model to describe the role of	Wayground Practice for Quiz Practice for Quiz – Reading Activity	**Standards Based Materials & Resources:** Wayground Quizzes **Content/Academic Vocabulary:**	Outputs of Practice Quiz	"Reflect & Share Exit Ticket" Instructions:	-Listening to instructions -Reading of passage

DAY	gravity in the motions within galaxies and the solar system. **Learning Objective** **Skill (what), Content (why), Product (how):** The scholars will be able to use Wayground and a reading activity to practice and check what they know.		Scale / Scaled model, Distance, Astronomical Unit (AU), Light-year, Kilometer / Mile, Relative size / Proportion, Ratio, Planet, Star, Solar system, Moon / Satellite, Asteroid / Comet, Galaxy, Milky Way, Black hole, Orbit, Gravity, Center of mass, Rotation, Revolution, Expansion of the universe, Cosmic scale / Vastness **ILAP/IEP/504 Scaffolds & Supports:** -Partner or small-group support for struggling learners **Opportunities to SWRL:** Speaking: -Scholars explain their quiz answers to a partner -Discuss what they learned from the reading activity Writing: -Use sentence frames to summarize main ideas from the reading Reading: -Read passages on the topic with comprehension checks -Highlight or underline key vocabulary Listening: -Listen to instructions or peer explanations during discussion **Costa's Levels of Thinking/Questioning:** **Level 1:** What is one fact you learned from the reading? **Level 2:** How do your quiz answers compare to what you read? **Level 3: What strategy helped you do well on the practice quiz?**		1. Reflect: Think about what you learned from the Wayground quiz and the reading activity. 2. Write or Share: Complete one of the following: a. One thing I knew before this activity… b. One new thing I learned… c. One question I still have…	-Partner or small group support for struggling learners -Use of Sentence frames -Costa's Levels of Thinking/Questioning:
WED	**Standard** (write out)**:** 8-ESS1-2: Develop and use a model to describe the role of	Summative Assessment	**Standards Based Materials & Resources:** Mastery Connect Quiz **Content/Academic Vocabulary:**	Summative Assessment	Summative Assessment	

NESDAY	gravity in the motions within galaxies and the solar system. **Learning Objective** **Skill (what), Content (why), Product (how):** The scholars will be able to take a quiz to show what they know about the size and scale of the solar system and our galaxy.		**ILAP/IEP/504 Scaffolds & Supports:** **Opportunities to SWRL:** **Costa's Levels of Thinking/Questioning:** **Level 1:** **Level 2:** **Level 3:**			
THURSDAY	**Standard** (write out)**:** 8-LS1-4 Use arguments, based on empirical evidence and scientific reasoning, to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. **Learning Objective** **Skill (what), Content (why), Product (how):** Scholars will be able to explain how certain animal behaviors help animals reproduce successfully by giving examples such as mating calls, nest building, or caring for young.	Topic: Animal Behaviors that help them Reproduce 1. Activity: "Why Do Animals Do This?" Step 1: Visual Engagement -Show 3 short images or video clips (10–15 seconds each): a. A bird building a nest b. A frog making a loud mating call c. A parent animal feeding or protecting its young Step 2: Think–Pair–Share -Ask students: a. What do you notice the animal is doing? b. Why do you think the animal is doing this?	**Standards Based Materials & Resources:** -Teacher Edition of Savvas textbook p. T26-27 -8-LS1-4: Topic 1, Lesson 2 (16-24) -Short grade-level reading or adapted article on animal behaviors -Video clips showing mating calls, nesting, or parental care (e.g., birds, frogs, mammals) -Images/diagrams of animals demonstrating reproductive behaviors -Anchor chart: Animal Behavior → How It Helps Reproduction -Graphic organizer (Cause → Effect or Claim → Evidence) -Interactive notebook or digital slides **Content/Academic Vocabulary:** -reproduction, behavior, mating, mating call, nest building, parental care, survival **ILAP/IEP/504 Scaffolds & Supports:** -Sentence frames (e.g., This behavior helps reproduction because…) -Visual supports and labeled images -Read-aloud or text-to-speech options -Chunked directions and tasks -Small-group instruction or partner support -Graphic organizers with partially completed examples -Extended time for written responses	Formative: Exit ticket or graphic organizer	3–2–1 Reflection (Can be written or oral.) -3 animal behaviors that help reproduction -2 ways those behaviors increase success -1 example from today's lesson	Writing -Sentence frames: This animal behavior helps reproduction because… -CER short paragraph or exit ticket -Fill-in-the-blank cause-and-effect organizer Inquiry -Guiding questions: a.How does this behavior help animals have offspring? b.Why is this behavior important for survival? Costa's Level 2 & 3 questioning during discussion Collaboration -Turn-and-Talk using academic vocabulary -Partner analysis of images or short videos Organization

		-Students discuss with a partner for 1 minute. Step 3: Whole-Class Share -Call on a few students to share ideas. -Write student responses on the board under two columns: a. Animal Behavior b. Why It Might Be Important Step 4: Connect to Learning Objective "Animals don't do these behaviors by accident. These actions help animals have babies and keep them alive. Today, we're going to learn how certain animal behaviors—like mating calls, nest building, and caring for young—help animals reproduce successfully."	**<u>Opportunities to SWRL:</u>** -Speak: Turn-and-talk explaining how one animal behavior helps reproduction -Write: Short paragraph or CER response using sentence starters -Read: Adapted informational text or captions under images -Listen: Teacher explanation and short video narration **<u>Costa's Levels of Thinking/Questioning:</u>** **Level 1:** What is reproduction? **Level 2: Why does caring for young increase survival?** **Level 3: Which animal behavior do you think is most important for reproduction? Why?**			-Graphic organizers (Cause → Effect, Claim → Evidence) -Anchor chart: Animal Behavior & Reproductive Success Reading -Short informational text with visuals -Chunked reading with guiding questions AVID-Specific/ELLevation Strategies -Focused Note-Taking: Cornell notes with a summary question -Academic Vocabulary Practice: Frayer Model for "reproduction" or "behavior" -Visuals, diagrams, and videos -Clear, slowed speech with repeated key terms
F R I D A Y	**Standard** (write out)**:** 8-LS1-4 Use arguments, based on empirical evidence and scientific reasoning, to support an explanation for how characteristic	Plant Parts that help them Reproduce Activity: "What's Inside This Plant?" Step 1: Real-World Object Hook Show images of:	**<u>Standards Based Materials & Resources:</u>** -Teacher Edition of Savvas textbook p. T26-27 -8-LS1-4: Topic 1, Lesson 2 (16-24) -Short grade-level or adapted reading on plant reproduction -Diagrams or posters of flowering plants labeled/unlabeled -Video clip showing pollination and seed dispersal	Exit Ticket (Quick Check) Prompt: Choose one plant part (flower, seed, or fruit). Explain	Claim Sentence Closure -Students complete: One plant part that helps reproduction is ___ because ___.	Writing -Sentence frames: The ___ helps plants reproduce because… Inquiry -Guiding questions:

	animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. **Learning Objective** **Skill (what), Content (why), Product (how):** Scholars will be able to describe how special plant parts help plants reproduce by identifying structures such as flowers, seeds, and fruits and explaining their jobs.	a. A flower b. A fruit (apple, tomato, or orange) c. A seed (bean, sunflower seed) -Ask students: "Which of these do you think helps plants make new plants?" Step 2: Think–Pair–Share -Teacher asks: a. What do you think this plant part does? b. How might it help the plant reproduce? -Students talk with a partner for 1 minute. Step 3: Quick Class Sort On the board or chart paper, three columns will be made: a. Flower b. Seed c. Fruit -Call on students to place or name each item under the correct category and share their thinking. Step 4: Connect to Learning Objective "Plants have special parts that help	-Images (flower, fruit, seed -Anchor chart: Plant Structure → Job in Reproduction -Graphic organizer (Structure → Function) -PowerPoint slides **Content/Academic Vocabulary:** -reproduction, structure, flower, pollination, seed, fruit, dispersal **ILAP/IEP/504 Scaffolds & Supports:** - Labeled visuals and diagrams - Sentence frames (e.g., The flower helps reproduction by…) -Chunked instructions and tasks -Read-aloud or text-to-speech -Small-group or partner support -Graphic organizers with examples partially filled in -Extended time and reduced writing load **Opportunities to SWRL:** Speak: Partner discussion explaining what each plant part does Write: Short explanation or labeled diagram captions Read: Adapted informational text or captions Listen: Teacher modeling and short video narration **Costa's Levels of Thinking/Questioning:** **Level 1:** What are three plant parts that help reproduction? **Level 2:** How does a flower help make seeds? **Level 3: What might happen if a plant did not have flowers or fruits?**	how it helps the plant reproduce. Students write 1–2 sentences using a sentence frame: The ___ helps reproduction because… Quick Quiz / Matching Activity -Match plant parts (flower, seed, fruit) with their reproductive function. -Can be multiple choice, matching, or fill-in-the-blank.	-Teacher can have students share orally or write it down.	a. How does the flower help reproduction? b. Why is seed dispersal important? -Think–Pair–Share discussions using evidence from text or visuals Collaboration -Partner or small-group discussions Organization -Anchor chart: Plant Part → Job in Reproduction Reading -Focused Note-Taking: Cornell notes with summary question at bottom -Frayer Model: Academic vocabulary practice for "flower," "seed," "fruit," "reproduction" -Slowed speech with repetition of key terms -Word banks with images

		them reproduce, just like animals do. Today, we're going to learn how flowers, seeds, and fruits each have a job that helps plants make new plants."				