

Biology Unit 2 Organizers

Teacher Copy



When teaching CERs, don't forget to

Teacher Notes

Other Content Enhancement Routines that can be used during this Unit:

- plant vs animal cells Concept Comparison
- Eukaryotic vs prokaryotic cells Concept Comparison
- Cell Structure Frame
- Mitosis Frame
- Mitosis vs Meiosis Concept Comparison

Cue Do Review Quick Reference Guide

Cue

1. Name the Routine
2. Explain how the routine will help students learn
3. Explain to students how they should participate

Do

4. Implement the linking steps
5. Ask students probing questions in order to co-construct the device
6. Provide positive and corrective feedback if necessary

Review

7. Ask questions about the critical content on device
8. Ask questions about the learning process and how the device works
9. Model how to use the device as a study tool, guide for doing other work

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

← The study of how living things stay alive, grow and reproduce →

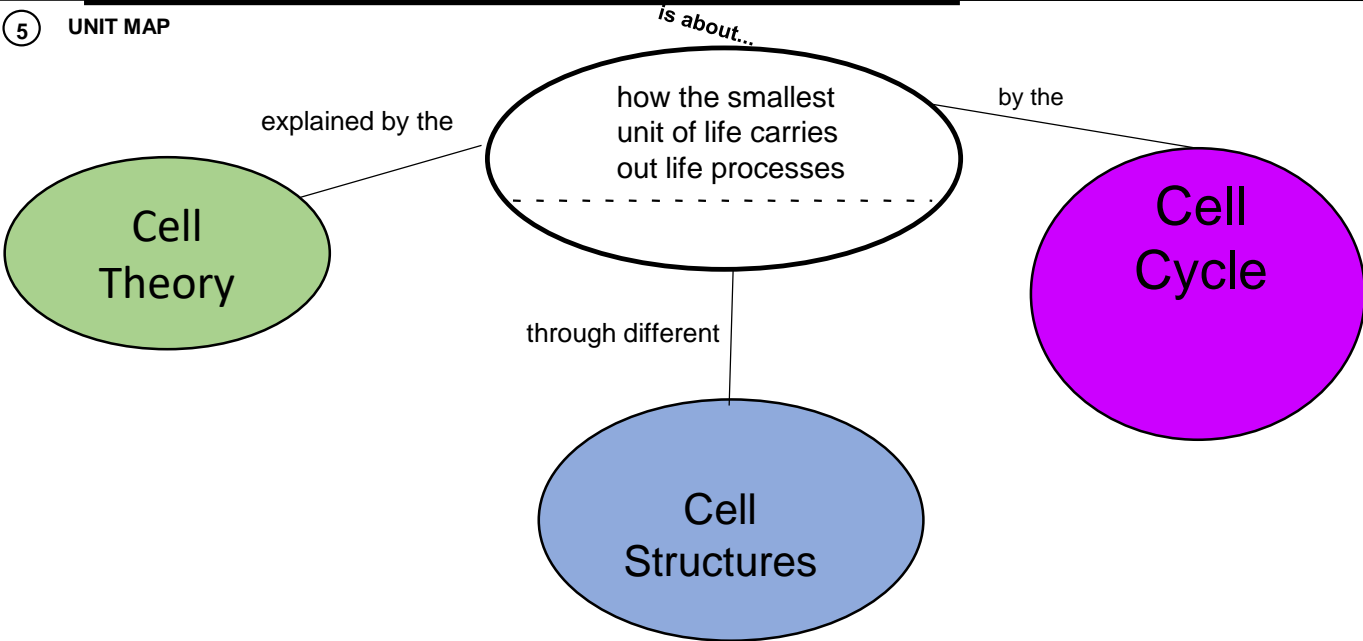
2 LAST UNIT /Experience
Study of Biology

1 CURRENT UNIT
Cell Biology

3 NEXT UNIT /Experience
Genetics

8 UNIT SCHEDULE

5 UNIT MAP



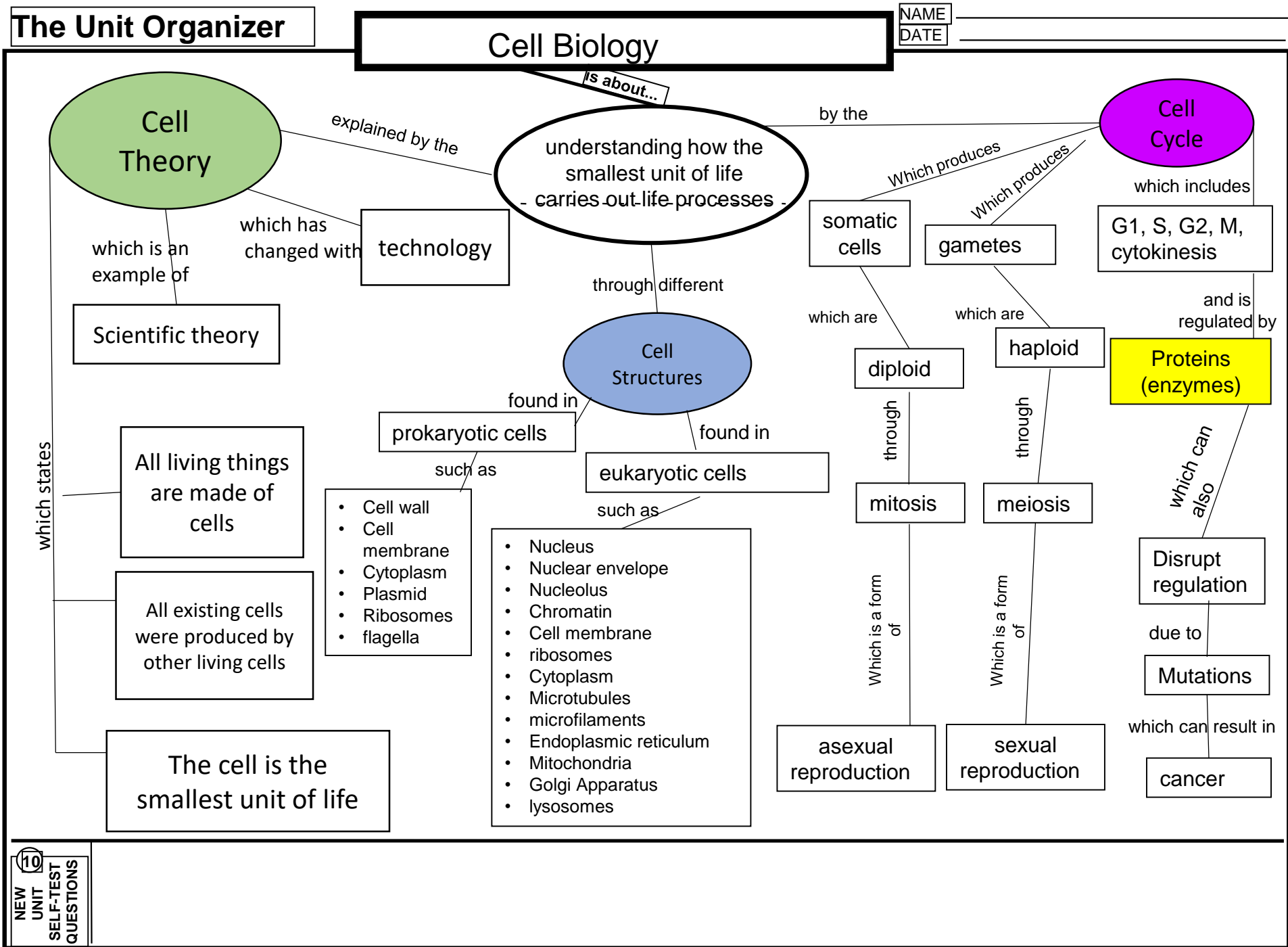
UNIT SELF-TEST
QUESTIONS

7

1. Compare and contrast the structures found in prokaryotic, eukaryotic, plant and animal cells.
2. How are cell structures adapted to their cell functions?
3. How does one body (somatic) cell produce new cells?
4. How are sex cells (gametes) produced?
5. Why does meiosis allows for more genetic variation than mitosis?
6. How are cellular processes impacted by proper structure and function of carbohydrates, lipids, proteins and nucleic acids?

parts
characteristics
steps
cycles
compare/contrast

6 UNIT
RELATIONSHIPS



10

NEW UNIT SELF-TEST QUESTIONS

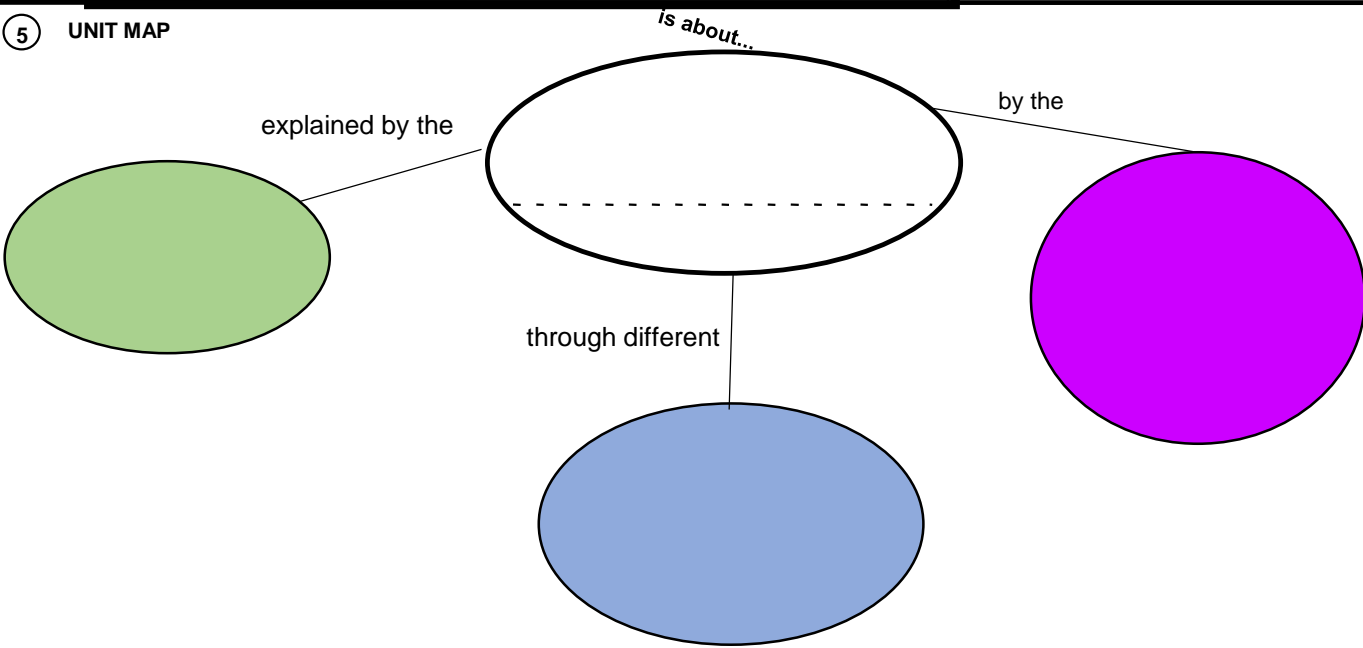
Biology Unit 2 Organizers

Student Copy

The Unit Organizer

4 BIGGER PICTURE

NAME _____
DATE _____

2 LAST UNIT /Experience		1 CURRENT UNIT		3 NEXT UNIT /Experience		
8 UNIT SCHEDULE		5 UNIT MAP 				
						7 UNIT SELF-TEST QUESTIONS
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