



# 024-2025 Weekly Lesson Planning Document

Week of Monday, 8/26 through Friday, 8/30

EDUCATOR'S NAME: Miss Bacchus SUBJECT: Biology

Cv	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Cells:</b> <b>Cellular Structure</b> <b>Unit: 2</b> <b>Page Number(s): 47-57, 242-269</b> (It is suggested that you use your curriculum map.)	<b>Cells:</b> <b>Cellular Structure</b>	<b>Cells:</b> <b>Cellular Structure</b>	<b>Cells:</b> <b>Cellular Structure</b>	<b>Cells:</b> <b>Cellular Structure</b>	<b>Cells:</b> <b>Cellular Structure</b>
<b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	BIO1.LS1: From Molecules to Organisms: Structures and Processes  BIO1.LS1.2 Evaluate comparative models of various cell types with a focus on organic molecules that make up cellular structures				
<b>Objective (s):</b> What specifically should students be able to do at the end of the lesson? The objective is standards-based.  <small>Write the objective in student friendly terms. For example, I can multiply binomials.</small>  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... <b>I CAN....</b>	I can plan and carry out controlled investigations on proteins IOT test predictions about factors, which should cause an effect on the structure and function of a protein.	I can plan and carry out controlled investigations on proteins IOT test predictions about factors, which should cause an effect on the structure and function of a protein.	I can explain the relationship between the function of the cell in the organism, the prevalence of varying organelles within that cell, and the composition of the different organelles.	I can explain the relationship between the function of the cell in the organism, the prevalence of varying organelles within that cell, and the composition of the different organelles.	I can evaluate comparative models of various cell types (Prokaryotic and Eukaryotic) IOT identify organic molecules that make up cellular structures

<b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?	Homeostasis is essential for organisms to survive because cells require relatively constant conditions to function properly. If these conditions are not met, many processes, such as protein synthesis and the transport of substances across cell membranes, will not occur.		The organelles are free floating in the cytoplasm. Organelles are numerous and are held in place by the cytoskeleton.	Plant cells have chloroplasts, but not mitochondria. Plant cells have both chloroplasts and mitochondria, as they must perform both photosynthesis and cellular respiration.	Prokaryotic cells have no DNA. They have DNA, they just don't have a nucleus.  Plant cells have chloroplasts, but no mitochondria. Plant cells have both because they undergo photosynthesis and cellular respiration
<b>Literacy-Based DO NOW:</b> This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.	How do proteins aid in transporting materials?	What are the three major roles of proteins?	What are some specialized cells are you familiar with?	Multiple choice question	4 true/ false questions
<b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (7 minutes)</li> <li>▪ (20 minutes)</li> <li>▪ Group activity (5 minutes)</li> <li>▪ Exit ticket (3 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Group, interactive video (15 minutes)</li> <li>▪ Think, Pair Share (7 minutes)</li> <li>▪ Exit ticket (3 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Group discussion (15 minutes)</li> <li>▪ Virus Activity (15 minutes)</li> <li>▪ Exit ticket (3 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Mini Lab : Cells (15 minutes)</li> <li>▪ Synthetic Cells Activity (15 minutes)</li> <li>▪ Exit Ticket (3 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now (8 minutes)</li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ REVIEW (5 minutes)</li> <li>▪ GROUP PROJECT (30 minutes)</li> <li>▪ EXIT TICKET (3 minutes)</li> </ul>

<b>Beginning of Lesson</b> <b>I Do</b>  <b>Science:</b> Engage & Explore	<b>Engage:</b>  <b>See think wonder,</b>  <b>*A picture of a cell, in groups of no more than 5, write what they observe</b>	<b>Explore:</b>  Take the material from previous day to have a quick review.  Have a worksheet that the students do individually to help match vocabulary with definitions and statements	<b>Explain:</b>  Based on the current knowledge, introduce cellular structures and have students work in groups to decide whether they believe viruses are living or not	<b>Elaborate:</b>  Build a cell from a library of organelles. Compare and contrast specialized cells. Compare cell structures and functions and argue how cells differ.	<b>Evaluate:</b>  Look at a case study Life on Mars? 5 question quiz
<b>(05 MINUTES MAX)</b> <b>Literacy Based closing activity:</b> Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.	<b>Three question review through sorcrative</b>	<b>Three question review through sorcrative</b>	<b>Three question review through sorcrative</b>	<b>Three question review through sorcrative</b>	<b>Three question review through sorcrative</b>
<b>SPED Modification (s):</b> What modifications are being made to accommodate the students receiving special services?	<b>Extended time</b> <b>Multiple attempts</b> <b>Tutoring</b> <b>Access to addition resources through etextbook</b>	<b>Extended time</b> <b>Multiple attempts</b> <b>Tutoring</b> <b>Access to addition resources through etextbook</b>	<b>Extended time</b> <b>Multiple attempts</b> <b>Tutoring</b> <b>Access to addition resources through etextbook</b>	<b>Extended time</b> <b>Multiple attempts</b> <b>Tutoring</b> <b>Access to addition resources through etextbook</b>	<b>Extended time</b> <b>Multiple attempts</b> <b>Tutoring</b> <b>Access to addition resources through etextbook</b>
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<b>Assessment (s):</b> How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment,	<b>Discussions/ check for understanding</b>				Quiz on Macromolecules/ cellular structure and function

discussions, performance, demonstration, etc.					
<b>Corrective Activity (s):</b> What will I do if the student doesn't understand the lesson?	<b>Provide a video to watch a 3d model</b>	<b>Provide a video to watch a 3d model</b>	Classification assignment on different cells and their functions	Classification assignment on different cells and their functions	Classification assignment on different cells and their functions
<b>Extension/Enrichment Activity (s):</b> What will I do with students who understand quicker than others?	<b>Additonal assignments through SAVVAS that test rigor and provide additional content</b>	<b>Additonal assignments through SAVVAS that test rigor and provide additional content</b>	<b>Additonal assignments through SAVVAS that test rigor and provide additional content</b>	<b>Additonal assignments through SAVVAS that test rigor and provide additional content</b>	<b>Additional assignments through SAVVAS that test rigor and provide additional content</b>
<b>Technology Integration:</b> How will the students use technology to help them master the objective.	<b>Laptops will be used to access homework and in class assignments</b>	<b>Laptops will be used to access homework and in class assignments</b>	<b>Laptops will be used to access homework and in class assignments</b>	<b>Laptops will be used to access homework and in class assignments</b>	<b>Laptops will be used to access homework and in class assignments</b>