**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_\_\_10/20\_\_\_\_through Friday, \_\_\_\_10/25\_\_\_\_\_\_

**EDUCATOR’S NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Biology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  Cv | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Unit 2 Cells: Cellular Energy & Processes: Cellular Respiration2-24 242-247**(It is suggested that you use your curriculum map.) | **Unit 2 Cells: Cellular Energy & Processes: Cellular Respiration** | **Unit 2 Cells: Cellular Energy & Processes: Cellular Respiration** | **Unit 2 Cells: Cell Division & Reproduction: Cell Growth, Division, and Reproduction** | **Unit 2 Cells: Cell Division & Reproduction: Cell Growth, Division, and Reproduction** | **Unit 2 Cells: Cell Division & Reproduction: Cell Growth, Division, and Reproduction** |
| **TN Standard(s):**Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | BIO1.LS1.9 Create a model of aerobic respiration demonstrating flow of matter and energy out of a cell. Use the model to explain energy transfer mechanisms. Compare aerobic respiration to alternative processes of glucose metabolism.BIO1.LS1.6 Create a model for the major events of the eukaryotic cell cycle, including mitosis. Compare and contrast the rates of cell division in various eukaryotic cell types in multicellular organisms. |
| **Objective (s):**What specifically should students be able to do at the end of the lesson? The objective is standards-based.Write the objective in student friendly terms. For example, I can multiply binomials.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…**I CAN….** | I can create and/or use models of aerobic respiration IOT explain energy transfer mechanisms. | I can create and/or use models of aerobic respiration IOT explain energy transfer mechanisms. | I can conduct investigations IOT explore limitations on cellular growth and transport | I can conduct investigations IOT explore limitations on cellular growth and transport | I can conduct investigations IOT explore limitations on cellular growth and transport |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? | Students think that cellular respiration only takes place in animal cells, not plant cells ~ both plant and animal cells need to release the energy in food and store it as ATP. • Students think that energy is created during cellular respiration ~ Energy is transferred from glucose into a form useable by the cell, ATP |  | Interphases is the resting phase of mitosis • DNA replication occurs in prophase during the process of cell divisionThe chromosome number is doubled in the prophase of mitosis and halved in the anaphase of mitosis. • Chromosomes and chromatids are essentially the same thing. • Organelles, such as mitochondria and chloroplasts, dissolve and vanish during cell division and then are reformed. • Apoptosis is programmed cell death and that it is important for the health of an organisms and not necessarily a sign of disease. • Cancer is a defined disease, not a group of related diseases • Cancer can be caused by a single gene mutation • Having cancer genes means you are going to get cancer • Stem Cells are not found in adults. |  |  |
| **Literacy-Based DO NOW:** 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. | Formula for photosynthesisWho are LDR and LIR connected | Briefly describe differences of cell respiration | How do cells grow and develop | What are the three checkpoints of cell growth | Explain the differences of checkpoints in cell growth |
| **Agenda for the Day**Simple outline of lesson segments or activities that is time stamped.Teacher/class should take 2 minutes or less to review.  | * Do Now *(8 minutes)*
* Review Learning Objective *(7 minutes)*
* Group *( 10 minutes)*
* Peer work *(15 minutes)*
* Group *(7 minutes)*
* Exit ticket *(3 minutes)*
 | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* | * Do Now *(8 minutes)*
* Review Learning Objective *( minutes)*
* Item 3 *( minutes)*
* Item 4 *( minutes)*
* Item 5 *( minutes)*

Item 6 *( minutes)* |
| **Beginning of Lesson****I Do****Science:** Engage & Explore | **Elaborate****Draw and label the steps in cellular cespiration** | Evaluate • Challenge: Cellular Repsiration • Lesson 10.1 Review, p. 313 • Lesson 10.2 Review, p. 320 | Engage • Inquiry Warm Up: What Limits the Sizes of Cells? or TE p. 338 • Class Discussion: The Cell Cycle or TE p. 343 • Class Discussion: Knowing When to Stop or TE p. 350 | Explore • Interactivity: Limits to Cell Size • Quick Lab: Make a Model of Mitosis or p. 347 • Lab: Cell Cycle • Interactivity: Exploring Mitosis | • Analyzing Data: The Rise and Fall of Cyclin or p. 352 • Science Skills Activity: Investigating Cell Regulation • Controls on Cell Division; TE p. 351 • Interactivity: Regulating Cell Growth • Cancer: Uncontrolled Cell Growth; TE p. 353 |
| **(05 MINUTES MAX)****Literacy Based closing activity:**Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. | **Three question review through sorcrative** | **Three question review through sorcrative** | **Three question review through sorcrative** | **Three question review through sorcrative** | **Three question review through sorcrative** |
| **SPED Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** | **Extended time****Multiple attempts****Tutoring****Access to addition resources through etextbook** |
| **Assessment (s):**How will you know that students have reached the objective? Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.  |  |  |  |  | Quiz on viruses and living characteristics |
| **Corrective Activity (s):** What will I do if the student doesn’t understand the lesson? |  |  | Classification assignment on living things vs non living | **Classification assignment on living things vs non living** | **Classification assignment on living things vs non living** |
| **Extension/Enrichment Activity (s):** What will I do with students who understand quicker than others?  | **Additonal assignments through SAVVVAS that test rigor and provide additional content** | **Additonal assignments through SAVVVAS that test rigor and provide additional content** | **Additonal assignments through SAVVVAS that test rigor and provide additional content** | **Additonal assignments through SAVVVAS that test rigor and provide additional content** | **Additonal assignments through SAVVVAS that test rigor and provide additional content** |
| **Technology Integration:**How will the students use technology to help them master the objective. | **Laptops will be used to access homework and in class assignments** | **Laptops will be used to access homework and in class assignments** | **Laptops will be used to access homework and in class assignments** | **Laptops will be used to access homework and in class assignments** | **Laptops will be used to access homework and in class assignments** |

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| **IN THE FOLLOWING PAGES:** **ONLY COMPLETE SECTION(S) BELOW IF YOUR SUBJECT IS IDENTIFIED/LISTED** |
| **ALL SCIENCE (S):** What is your **resource plan for each of the 5 Es** of inquiry-based science instruction?1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate
 | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** | **Engage****Explore****Explain****Elaborate****Evaluate** |
| **ALL SCIENCE (S):** ***(Multiple opportunities to engage in science, Makes since of science content)*** What is yourplan to incorporate technology while incorporating the 5E instructional model?**SUGGESTED OPPORTUNITIES FOR TECHNOLOGY**Log into Pearson Savvas Realize platform via Clever and Canvas before accessing identified hyperlinked materials.* Interactivity: [Studying Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/0d2c2dda-1e27-3879-af7b-35942d8d43cc/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Prokaryotes and Eukaryotes](https://www.savvasrealize.com/content/viewer/standalone/loader/view/77129596-546b-3cc5-8998-c3aec8db13d8/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=1e9138e4-a67f-3312-995c-363936df6385&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F1e9138e4-a67f-3312-995c-363936df6385%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactivity: [Multicellular Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/8e2572b3-d454-3db6-a15c-f7214d50bf67/17/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=686cf2be-5198-3075-83bc-0b0ac682df89&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F2908a01f-e88b-3ca3-a2b5-8d41f71b9669%2F15%2Flesson%2F686cf2be-5198-3075-83bc-0b0ac682df89%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Interactive Video: [Characteristics of Life](https://www.savvasrealize.com/content/viewer/standalone/loader/view/869ed23e-54af-3f4e-91d9-8469a3b0e226/18/nonscorable?programId=553df26a-1307-37cd-952f-f1e052907e12&programVersion=14&containerId=ada6bbce-7a7c-3d30-b2b2-aac8c78754a9&containerVersion=15&backUrl=https:%2F%2Fwww.savvasrealize.com%2Fdashboard%2Fprogram%2F553df26a-1307-37cd-952f-f1e052907e12%2F14%2Ftier%2F6a243968-b110-39c0-a7db-da3e2fa25bed%2F15%2Flesson%2Fada6bbce-7a7c-3d30-b2b2-aac8c78754a9%2F15&locale=en&programName=Tennessee%20Miller%20&%20Levine%20Biology=) (Savvas)
* Nearpod Video: [Viruses Flocabulary](https://nearpod.com/library/preview/viruses-L67321075)
* Nearpod Video: [Characteristics of Life](https://nearpod.com/t/science/9th/characteristics-of-life-L81287919) with the Amoeba Sisters or

YouTube Video: [Characteristics of Life](https://www.youtube.com/watch?v=cQPVXrV0GNA&t=64s) with the Amoeba SistersNearpod Video: [Viruses](https://nearpod.com/library/preview/lesson-L81287945) with the Amoeba Sisters or YouTube Video: [Viruses](https://www.youtube.com/watch?v=8FqlTslU22s) with the Amoeba Sisters |  |  |  |  |  |
| **ALL MATH (S):**What **manipulatives** might be integrated into the lesson? What did you learn from using the manipulatives **in advance** of using them in class with students? |  |  |  |  |  |
| **ALGEBRA I:** What **practice problems** are you planning to use for the **Explore, Understand & Apply, Practice & Problem Solving, and Assess & Differentiate** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students?**TEACHER PLANS:** Components of thetextbook’s Instructional Design |  |  |  |  |  |
| **GEOMETRY:** What **activities/practice** problems are you planning to use for **Launch the Lesson, Explore It, Examples & Self-Assessment, and Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |
| **ALGEBRA II:** What **practice problems** are you planning to use for the **Launch, Explore & Develop, and Reflect & Practice** portions of the lesson? What did you learn from working the problems **in advance** of using them in class with students? **TEACHER PLANS:** Components of the textbook’s Instructional Design |  |  |  |  |  |

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| **ALL ELA (S):** What text(s) will be used for each phase of gradual release of responsibility? **TEACHER PLANS:** Phases of gradual release.Have you read and annotated the text(s)? (Show me) · What type of literary text or informational text will you use? · Did the text(s) come from the reading prescriptions? If not, why was this text chosen? · Is the text in the Wonders or myPerspectives curriculum? · What real life examples appear in the text or can be used to help students make meaning from the text? · What components of the text will be difficult for your students? · What is the flow of instruction? Is it aligned to the Gradual Release of Responsibility? Gradual Release Questions · Please show me your exemplar for the I Do. What will be modeled? · What will be done through partner work? Independently? · What student misconceptions are you anticipating and why? |  |  |  |  |  |
| **ALL ELA (S):** High-Quality Texts: **Core Action 1**Focus each lesson on a high-quality text (or multiple texts).Text-Specific Questions:**Core Action 2**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards. |  |  |  |  |  |