**2024-2025 Weekly Lesson Planning Document**

Week of Monday, \_\_\_\_9/19\_\_\_\_\_through Friday, \_\_\_\_\_\_\_9/23\_\_\_\_\_

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

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Cells : Cell Structure****Unit 2****Page Number(s): 242-259, 266-269** | **Cells and Cell structures** | **Cells and cell structures** | **Cells and cell structures** | **Cells and cell structures** | **Cells and cell structures** |
| **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. | Standard(s) BIO1.LS1.2 Evaluate comparative models of various cell types with a focus on organic molecules that make up cellular structures. |
| **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 evaluate comparative models of various cell types IOT identify organic molecules that make up cellular structures. | I can evaluate comparative models of various cell types IOT identify organic molecules that make up cellular structures.. | I can evaluate comparative models of various cell types IOT identify organic molecules that make up cellular structures. | I can write an explanation using evidence of comparison of various cell types  | 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. |

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| **Possible Misconception (s):**What misconception(s) are you anticipating during this lesson? | Prokaryotic cells have no DNA. These cells have DNA, but do not have a nucleusPlant cells have chloroplasts, but not mitochondria. Plant cells have both chloroplasts and mitochondria, as they must perform both photosynthesis and cellular respiration. • The organelles are free floating in the cytoplasm. Organelles are numerous and are held in place by the cytoskeleton. |  | . |  |  |
| **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. | Briefly explain what what a cell is. How many cells do you think there are in the human body? | 3 multiple choice and use a sentence using the three correct answers | Students will write the four macromolecules and an example of each | How are macromolecules used in a cell? | Students will have four multiple choice questions |
| **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 *short answer (8)*
* Review Learning (6) Objective *intro to macromolecules (10)*
* See think wonder (10)
* Group *(10)*
* Exit ticket *(5 minutes)*
 | * Do Now *short answer (8)*
* Review Learning (6) Objective *intro to macromolecules (10)*
* Video (10)
* Peer work *(10)*
* Group *(4)*
* Exit ticket *(6 minutes)*
 | * Do Now *short answer (8)*
* Review Learning (6) Objective *Cell Structure (10)*
* Video (10)
* Peer work *(10)*
* Group *(4)*
* Exit ticket *(6 minutes)*
 | * Do Now *short answer (8)*
* Review Learning (6) Objective Continuing structures *(10)*
* Video (10)
* Peer work *(10)*
* Group *(4)*
* Exit ticket *(3 minutes)*
 | * Do Now *short answer (8)*
* Review Learning (6) Objective *proteins (10)*
* Video (10)
* Peer work *(10)*
* Group *(4)*
* Exit ticket *(3 minutes)*
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| **Beginning of Lesson****I Do****Science:** Engage & Explore | **Engage:****See think wonder,****\*A picture of different cells, in groups of no more than 5, write what the observe****Open with a powerpoint on cell structure and reintroduce the organelles** | Explore:Take the material from previous day to have a quick review. Students will work in groups identifying the differences between specialized cells and their homeostasis | Explore:Take the material from previous day to have a quick review. Students will explore the molecular level of carbon compounds and why they are important. | explainCase Study: What’s happening to me?, p. 241 | Evaluate: Science Skills Activity: Dietary Fat and Blood Cholesterol Levels (Worksheet)• Science Skills Activity: Specialized Cells(Worksheet) |
| **(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. |  |  |  |  |  |