A blue and grey logo with claws

Description automatically generated**2024-2025 Weekly Lesson Planning Document**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 nucleus  Plant 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)* |
| **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. | explain  Case 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** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 Sisters  Nearpod 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 the  textbook’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 |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |  |  |  |  |  |