A blue and grey logo with claws

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

Week of Monday, \_\_\_\_9/9\_\_\_\_\_through Friday, \_\_\_\_\_\_\_9/13\_\_\_\_\_

**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** | **Unit 2**  **Cells:**  **Cellular Structures:**  **Protein Structure &**  **Function** | **Unit 2**  **Cells:**  **Cellular Structures:**  **Protein Structure &**  **Function** | **Unit 2**  **Cells:**  **Cellular Structures:**  **Plasma Membrane &**  **Cell Transport** | **Unit 2**  **Cells:**  **Cellular Structures:**  **Plasma Membrane &**  **Cell Transport** | **Unit 2**  **Cells:**  **Cellular Structures:**  **Plasma Membrane &**  **Cell Transport** |
| **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.LS1.7 Utilize a model of a cell plasma  membrane to compare the various types of cellular  transport and test predictions about the movement  of molecules into or out of a cell based on the  homeostasis of energy and matter in cells.  BIO1.LS1.5 Research examples that demonstrate  the functional variety of proteins and construct an  argument based on evidence for the importance of  the molecular structure to its function. Plan and  carry out a controlled investigation to test  predictions about factors, which should cause an  effect on the structure and function of a protein. | | | | |
| **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 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 investigate mechanisms of transport  across membranes IOT make predictions  regarding factors affecting the transport of  molecules. | I can investigate mechanisms of transport  across membranes IOT make predictions  regarding factors affecting the transport of  molecules. | I can investigate mechanisms of transport  across membranes IOT make predictions  regarding factors affecting the transport of  molecules. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Most materials are transported into and out of  cells through active transport. Most nutrients and  materials move through passive transport. |  | . |  |  |
| **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 cell control what goe in and out of them | 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 enzymes used in an organism? | 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 *(10)* * See think wonder (10) * Group *(10)* * Exit ticket *(5 minutes)* | * Do Now *short answer (8)* * Review Learning (6) Objective *(10)* * Video (10) * Peer work *(10)* * Group *(4)* * Exit ticket *(6 minutes)* | * Do Now *short answer (8)* * Review Learning (6) Objective *(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  *(10)* * Video (10) * Peer work *(10)* * Group *(4)* * Exit ticket *(3 minutes)* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Engage:**  **Teacher Demo: The Fluid Mosaic Model, TE p.**  **256**  **• Class Discussion: In or Out?**  **• Class Discussion: Maintaining Homeostasis**  **• Interactivity: Multicellular Life** | Explore:  Exploration Lab: Detecting Diffusion or p. 261  • PHeT Interactive: Membrane Channels  • Science Skills Activity: Cell Transport in Plants  (Worksheet) | Explore:  Exploration Lab: Detecting Diffusion or p. 261  • PHeT Interactive: Membrane Channels  • Science Skills Activity: Cell Transport in Plants  (Worksheet) | explain  Build Science Skills: Argue from Evidence, TE p.  256  • Connect to Earth Science: Passive Transport, TE  p. 261  • Visual Summary: Active Transport, TE p. 264 | explain:  Build Science Skills: Argue from Evidence, TE p.  256  • Connect to Earth Science: Passive Transport, TE  p. 261  • Visual Summary: Active Transport, TE p. 264 |
| **(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 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 |  |  |  |  |  |

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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. |  |  |  |  |  |