# 024-2025 Weekly Lesson Planning Document

*Week of Monday, _____8/19_____through Friday, _____8/23_____*

**EDUCATOR'S NAME:** Miss Bacchus **SUBJECT:** Biology

| Cv | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| **Cells:**<br>**Cellular Structure**<br>**Unit: 2**<br>**Page Number(s): 47-57, 242-269**<br>(It is suggested that you use your curriculum map.) | **Cells:**<br>**Cellular Structure** | **Cells:**<br>**Cellular Structure** | **Cells:**<br>**Cellular Structure** | **Cells:**<br>**Cellular Structure** | **Cells:**<br>**Cellular Structure** |
| **TN Standard(s):**<br>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<br><br>BIO1.LS1.2 Evaluate comparative models of various cell types with a focus on organic molecules that make up cellular structures | | | | |
| **Objective (s):**<br>What specifically should students be able to do at the end of the lesson? The objective is standards-based.<br><br>Write the objective in student friendly terms. For example, I can multiply binomials.<br><br>This is should also be on your Whiteboard Protocol.<br><br>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…<br>**I CAN….** | I can evaluate comparative models of various cell types (e.g., nerve cells, muscle cells, red blood cells, white blood cells, neuron cells, and skin cells) IOT identify organic molecules that make up cellular structures. | I can evaluate comparative models of various cell types (e.g., nerve cells, muscle cells, red blood cells, white blood cells, neuron cells, and skin cells) IOT identify organic molecules that make up cellular structures. | I can evaluate comparative models of various cell types (e.g., nerve cells, muscle cells, red blood cells, white blood cells, neuron cells, and skin cells) IOT identify organic molecules that make up cellular structures. | I can ask descriptive questions IOT describe how viruses interact with cells. | I can explain the relationship between the function of the cell of the organism, the prevalence of varying organelles within that cell, and the composition of different organelles |

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| **Possible Misconception (s):** What misconception(s) are you anticipating during this lesson? | Prokaryotic cells have no DNA. They have DNA, they just don't have a nucleus.<br><br>Plant cells have chloroplasts, but no mitochondria. Plant cells have both because they undergo photosynthesis and cellular respiration | | | | |
| **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. | What is a cell and how many do you think humans have? | What are polymers made of? | Give an example of each macromolecule | How are macromolecules used in cells? | 4 true/ false questions |
| **Agenda for the Day** Simple outline of lesson segments or activities that is time stamped.<br><br>Teacher/class should take 2 minutes or less to review. | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(7 minutes)*<br>▪ Group *(20 minutes)*<br>▪ *Group activity (5 minutes)*<br>▪ Exit ticket *(3 minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *( 3 minutes)*<br>▪ Group, interactive video *(15 minutes)*<br>▪ Think, Pair Share *(7 minutes)*<br>▪ Exit ticket *( 3 minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(3 minutes)*<br>▪ Group discussion *(15 minutes)*<br>▪ Virus Activity *(15 minutes)*<br>▪ Exit ticket *( 3minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *( 3 minutes)*<br>▪ Living things vs Viruses Activity *( 15 minutes)*<br>▪ Synthetic Cells Activity *(15 minutes)*<br>▪ *Exit Ticket( 3minutes)* | ▪ Do Now *(8 minutes)*<br>▪ Review Learning Objective *(3 minutes)*<br>▪ CASE STUDY *( 15 minutes)*<br>▪ QUIZ *( 15 minutes)*<br>▪ EXIT TICKET *(3 minutes)* |

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| **Beginning of Lesson**<br>**I Do**<br><br>**Science:** Engage & Explore | **Engage:**<br><br>**See think wonder,**<br><br>***A picture of an ecosystem, in groups of no more than 5, write what they observe** | Explore:<br><br>Take the material from previous day to have a quick review.<br><br>Have a worksheet that the students do individually to help match vocabulary with definitions and statements | Explain:<br><br>Based on the current knowledge, introduce viruses and have students work in groups to decide whether they believe viruses are living or not | Elaborate:<br><br>Construct an Argument: Are synthetic cells life?<br>Watch the following clip from ABC news. Using the information, you know about the characteristics of life, determine if the cells that were created in the laboratory are "alive." Construct an argument defending whether these cells are alive or not alive<br>https://www.youtube.com/watch?v=aRzrY NVXF2 | Evaluate:<br><br>Look at a case study Life on Mars?<br>5 question quiz |
| **(05 MINUTES MAX)**<br>**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<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** |
| **ESL Modification (s):** What modifications are being made to accommodate the students receiving special services? | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** | **Extended time<br>Multiple attempts<br>Tutoring<br>Access to addition resources through etextbook** |

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| **Assessment (s):**<br>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):**<br>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):**<br>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** | **Additional assignments through SAVVVAS that test rigor and provide additional content** |
| **Technology Integration:**<br>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** |