A blue and grey logo with claws

Description automatically generated **024-2025 Weekly Lesson Planning Document**

Week of Monday, \_\_\_\_9/16\_\_\_\_\_\_through Friday, \_\_\_\_\_\_9/20\_\_\_\_\_\_\_

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cv | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Cells:**  **Cellular Structure**  **Unit: 2**  **Page Number(s): 47-57, 242-269**  (It is suggested that you use your curriculum map.) | **Unit 2 : Cells:**  **Cellular Structures: Plasma membrane and Cellular Transport** | **Unit 2 : Cells:**  **Cellular Structures: Plasma membrane and Cellular Transport** | **Unit 2 : Cells:**  **Cellular Structures: Plasma membrane and Cellular Transport** | **Unit 2 : Cells:**  **Cellular Structures: Plasma membrane and Cellular Transport** | **Unit 2 : Cells:**  **Cellular Structures: Plasma membrane and Cellular 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. | BIO1.LS1:7  Utilize a model of a cell plasma membrane to compare carious 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 | | | | |
| **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 investigate mechanisms of transport across membrane IOT make predictions regarding factors affecting the transport of molecules. | I can investigate mechanisms of transport across membrane IOT make predictions regarding factors affecting the transport of molecules. | I can investigate mechanisms of transport across membrane IOT make predictions regarding factors affecting the transport of molecules. | I can investigate mechanisms of transport across membrane IOT make predictions regarding factors affecting the transport of molecules. | I can investigate mechanisms of transport across membrane IOT make predictions regarding factors affecting the transport of molecules. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Most materials are transported into and out of the cells through active transport. Most materials move through passive transport |  | The organelles are free floating in the  cytoplasm. Organelles are numerous and are  held in place by the cytoskeleton. | Plant cells have chloroplasts, but not mitochondria. Plant cells have both  chloroplasts and mitochondria, as they must  perform both photosynthesis and cellular  respiration. | Prokaryotic cells have no DNA. They have DNA, they just don’t have a nucleus.  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. | Explain the difference between diffusion and facilitated diffusion | What is the term that describes the diffusion of water through a selectively permeable membrane | Multiple choice question | Short answer question | Literacy based multiple choice |
| **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)* * *Item 3(20 minutes)* * *Group activity (5 minutes)* * Exit ticket *(3 minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * *Item 2 (15 minutes)* * Item 3*(7 minutes)* * Exit ticket *( 3 minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * *Item 2n(15 minutes)* * Item 3 *(15 minutes)* * Exit ticket *( 3minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *( 3 minutes)* * Item 2 *( 15 minutes)* * Item 3 *(15 minutes)* * *Exit Ticket( 3minutes)* | * Do Now *(8 minutes)* * Review Learning Objective *(3 minutes)* * Item 2 *( 5 minutes)* * Item 3 *( 30 minutes)* * EXIT TICKET *(3 minutes)* |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | **Engage:**  **See ,Think , wonder:**  **Fluid mosaic model** | Explore:  Take the material from previous day to have a quick review.  Have a worksheet that the students do individually to help match vocabulary with definitions and statements. | Explain:  Interactivity: Osmosis | Elaborate:  Analyzing data: Mitochondria in a Mouse | Evaluate:  Kahoots  Chapter 8 quiz |
| **(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. | **Discussions/ check for understanding** |  |  |  | Quiz on Macromolecules/ cellular structure and function |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Provide a video to watch a 3d model** | **Provide a video to watch a 3d model** | Classification assignment on different cells and their functions | Classification assignment on different cells and their functions | Classification assignment on different cells and their functions |
| **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** | **Additional 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** |