A blue and grey logo with claws

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

Week of Monday, \_\_\_\_11/04\_\_\_\_\_through Friday, \_\_\_\_\_\_11/8\_\_\_\_\_\_\_

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

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| 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:**  **Cell Division and Reproduction** | **Unit 2 : Cells:**  **Cell Division and Reproduction** | **Unit 2 : Cells:**  **Cell Division and Reproduction** | **Unit 2 : Cells:**  **Cell Division and Reproduction** | **Unit 2 : Cells:**  **Cell Division and Reproduction** |
| **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.LS3.1:  Model Chromosome progression through meiosis and fertilization in order to argue the process of sexual production lead to both genetic similarities and variation in diplod organisms. Compare and Contrast the processes of sexual and asexual reproduction, identifying the advantages and disadvantages of each. | | | | |
| **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 develop and use models IOT show that sexual reproduction increases genetic variations through chromosome progressions in meiosis and fertilization resulting in genetic similarities and differences in offspring | I can develop and use models IOT show that sexual reproduction increases genetic variations through chromosome progressions in meiosis and fertilization resulting in genetic similarities and differences in offspring. | I can use a model IOT explain the events that lead to genetic differences. | I can use a model IOT explain the events that lead to genetic differences. | I can use a model IOT explain the events that lead to genetic differences. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Meiosis occurs in all cells.  Meiosis ends in zygote formation  Only mammalian life cycles contain meiosis, mitosis and fertilization. |  | Meiosis occurs in all cells.  Meiosis ends in zygote formation  Only mammalian life cycles contain meiosis, mitosis and fertilization. |  |  |
| **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. | Multiple choice question (11.1) | Short answer | Multiple choice question(12.4) | 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:** | 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: a Model of Meiosis | Elaborate:  Analyzing data: Literacy based, Case Study | Evaluate:  Kahoots |
| **(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 | Call and response/ Check for understanding | Classification assignment/ explain missed questions during kahoot |
| **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** |