024-2025 Weekly Lesson Planning Document

Week of Monday, _____8/12_____through Friday, _____8/16_____

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

Cv	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Nature of Life: Characteristics of Living Things **Unit: 1** **Page Number(s): 2-24 242-247** (It is suggested that you use your curriculum map.)	**Nature of Life: Characteristics of Living Things**	**Nature of Life: Characteristics of Living Things**	**Nature of Life: Characteristics of Living Things**	**Nature of Life: Characteristics of Living Things**	**Nature of Life: Characteristics of Living Things**
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: From Molecules to Organisms: Structures and Processes Standard(s) BIO1.LS1.1 Compare and contrast existing models, identify patterns, and use structural and functional evidence to analyze the characteristics of life. Engage in argument about the designation of viruses as non-living based on these characteristics				
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 compare and contrast a variety of existing models of living and nonliving items IOT identify patterns using structural and functional evidence to analyze the characteristics of life.	I can compare and contrast a variety of existing models of living and nonliving items IOT identify patterns using structural and functional evidence to analyze the characteristics of life.	I can ask descriptive questions IOT describe how viruses interact with cells.	I can ask descriptive questions IOT describe how viruses interact with cells.	I can engage in argument using evidence of structure and function that support the characteristics of life IOT classify viral particles as non-living.

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Students often confuse non -living and dead meaning the same thing. • The concept of 'breathing' (e.g. , respiration versus ventilation) as a necessary characteristic . • Random movement versus reacting to specific stimuli in the environment as a characteristic . • If something doesn't reproduce or is sterile -- it is not 'alive'	Homeostasis is essential for organisms to survive because cells require relatively constant conditions to function properly. If these conditions are not met, many processes, such as protein synthesis and the transport of substances across cell membranes, will not occur.	Viruses are not alive. Viral particles have some of the characteristics of life, but not all of them. In particular, viruses do not respond to stimuli, viruses do not reproduce without the use of host cell machinery and materials, Viruses.	Viruses are not alive. Viral particles have some of the characteristics of life, but not all of them. In particular, viruses do not respond to stimuli, viruses do not reproduce without the use of host cell machinery and materials, Viruses.	Viruses are not alive. Viral particles have some of the characteristics of life, but not all of them. In particular, viruses do not respond to stimuli, viruses do not reproduce without the use of host cell machinery and materials, Viruses.
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 you think it means to be living	Briefly describe some characteristics that all living things possess	Do you think viruses living? Yes or no and explain	Based from this week's content tell me the differences and similarities of living things and viruses.	Create a three sentence response using the following vocabulary: Homeostatis Negative and positive feedback Eukyriotic viruses
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)* ▪ Group *(20 minutes)* ▪ *Group activity (5 minutes)* ▪ Exit ticket *(3 minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(3 minutes)* ▪ Group, interactive video *(15 minutes)* ▪ Think, Pair Share *(7 minutes)* ▪ Exit ticket *(3 minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(3 minutes)* ▪ Group discussion *(15 minutes)* ▪ Virus Activity *(15 minutes)* ▪ Exit ticket *(3minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(3 minutes)* ▪ Living things vs Viruses Activity *(15 minutes)* ▪ Synthetic Cells Activity *(15 minutes)* ▪ *Exit Ticket(3minutes)*	▪ Do Now *(8 minutes)* ▪ Review Learning Objective *(3 minutes)* ▪ CASE STUDY *(15 minutes)* ▪ QUIZ *(15 minutes)* ▪ EXIT TICKET *(3 minutes)*

Beginning of Lesson **I Do** **Science:** Engage & Explore	**Engage:** **See think wonder,** ***A picture of an ecosystem, in groups of no more than 5, write what they observe**	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: Based on the current knowledge, introduce viruses and have students work in groups to decide whether they believe viruses are living or not	Elaborate: Construct an Argument: Are synthetic cells life? 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 https://www.youtube.com/watch?v=aRzrY NVXF2	Evaluate: Look at a case study Life on Mars? 5 question 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.					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**	**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**