

# 2024-2025 Weekly Lesson Planning Document

Week of Monday, 9/9 through Friday, 9/13



EDUCATOR'S NAME: Miss Barbara SUBJECT: Biology

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Cells : Cell Structure Unit 2 Page Number(s) : 242-259, 266-269</p>	<p>Unit 2 Cells: Cellular Structures: Protein Structure &amp; Function</p>	<p>Unit 2 Cells: Cellular Structures: Protein Structure &amp; Function</p>	<p>Unit 2 Cells: Cellular Structures: Plasma Membrane &amp; Cell Transport</p>	<p>Unit 2 Cells: Cellular Structures: Plasma Membrane &amp; Cell Transport</p>	<p>Unit 2 Cells: Cellular Structures: Plasma Membrane &amp; Cell Transport</p>

<p><b>TN Standard(s):</b> Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.</p>	<p>Standard(s)                      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.</p>	<p>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.</p>
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<p><b>Objective (s):</b> 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... <b>I CAN ....</b></p>	<p>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.</p>	<p>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.</p>	<p>I can investigate mechanisms of transport across membranes IOT make predictions regarding factors affecting the transport of molecules.</p>	<p>I can investigate mechanisms of transport across membranes IOT make predictions regarding factors affecting the transport of molecules.</p>	<p>I can investigate mechanisms of transport across membranes IOT make predictions regarding factors affecting the transport of molecules.</p>
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<p><b>Possible Misconception (s):</b> What misconception(s) are you anticipating during this lesson?</p>	<p>Most materials are transported into and out of cells through active transport. Most nutrients and materials move through passive transport.</p>				<p>Students will have four multiple choice questions</p>
<p><b>Literacy-Based DO NOW:</b> 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.</p>	<p>Briefly explain what what a cell is. How many cell control what goe in and out of them</p>	<p>3 multiple choice and use a sentence using the three correct answers</p>	<p>Students will write the four macromolecules and an example of each</p>	<p>How are enzymes used in an organism?</p>	
<p><b>Agenda for the Day</b> Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review.</p>	<ul style="list-style-type: none"> <li>▪ Do Now short answer (8)</li> <li>▪ Review Learning (6) Objective (10)</li> <li>▪ See think wonder (10)</li> <li>▪ Group (10)</li> <li>▪ Exit ticket (5 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now short answer (8)</li> <li>▪ Review Learning (6) Objective (10)</li> <li>▪ Video (10)</li> <li>▪ Peer work (10)</li> <li>▪ Group (4)</li> <li>▪ Exit ticket (6 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now short answer (8)</li> <li>▪ Review Learning (6) Objective (10)</li> <li>▪ Video (10)</li> <li>▪ Peer work (10)</li> <li>▪ Group (4)</li> <li>▪ Exit ticket (6 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now short answer (8)</li> <li>▪ Review Learning (6) Objective Continuing structures (10)</li> <li>▪ Video (10)</li> <li>▪ Peer work (10)</li> <li>▪ Group (4)</li> <li>▪ Exit ticket (3 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Now short answer (8)</li> <li>▪ Review Learning (6) Objective (10)</li> <li>▪ Video (10)</li> <li>▪ Peer work (10)</li> <li>▪ Group (4)</li> <li>▪ Exit ticket (3 minutes)</li> </ul>
<p><b>Beginning of Lesson I Do</b>  Science: Engage &amp; Explore</p>	<p>Engage:  Teacher Demo: The Fluid Mosaic Model, TE p. 256  <ul style="list-style-type: none"> <li>▪ Class Discussion: In or Out?</li> <li>▪ Class Discussion: Maintaining Homeostasis</li> <li>▪ Interactivity: Multicellular Life</li> </ul> </p>	<p>Explore:  Exploration Lab: Detecting Diffusion or p. 261  <ul style="list-style-type: none"> <li>▪ PHeT Interactive: Membrane Channels</li> <li>▪ Science Skills Activity: Cell Transport in Plants (Worksheet)</li> </ul> </p>	<p>Explore:  Exploration Lab: Detecting Diffusion or p. 261  <ul style="list-style-type: none"> <li>▪ PHeT Interactive: Membrane Channels</li> <li>▪ Science Skills Activity: Cell Transport in Plants (Worksheet)</li> </ul> </p>	<p>explain  Build Science Skills: Argue from Evidence, TE p. 256  <ul style="list-style-type: none"> <li>▪ Connect to Earth Science: Passive Transport, TE p. 261</li> <li>▪ Visual Summary: Active Transport, TE p. 264</li> </ul> </p>	<p>explain:  Build Science Skills: Argue from Evidence, TE p. 256  <ul style="list-style-type: none"> <li>▪ Connect to Earth Science: Passive Transport, TE p. 261</li> <li>▪ Visual Summary: Active Transport, TE p. 264</li> </ul> </p>

<p><b>(05 MINUTES MAX)</b>  <b>Literacy Based closing activity:</b>  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p>Three question review through <b>socratic</b></p>	<p>Three question review through socratic</p>			
<p><b>SPED Modification (s):</b>  What modifications are being made to accommodate the students receiving special services?</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>
<p><b>ESL Modification (s):</b>  What modifications are being made to accommodate the students receiving special services?</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>	<p>Extended time  Multiple attempts  Tutoring  Access to additional resources through etextbook</p>
<p><b>Assessment (s):</b>  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.</p>					<p>Quiz on viruses and living characteristics</p>
<p><b>Corrective Activity (s):</b>  What will I do if the student doesn't understand the lesson?</p>			<p>Classification assignment on living things vs non living</p>	<p>Classification assignment on living things vs non living</p>	<p>Classification assignment on living things vs non living</p>
<p><b>Extension/Enrichment Activity (s):</b>  What will I do with students who understand quicker than others?</p>	<p>Additional assignments through SAVVAS that test rigor and provide additional content</p>	<p>Additional assignments through SAVVAS that test rigor and provide additional content</p>	<p>Additional assignments through SAVVAS that test rigor and provide additional content</p>	<p>Additional assignments through SAVVAS that test rigor and provide additional content</p>	<p>Additional assignments through SAVVAS that test rigor and provide additional content</p>

<b>Technology Integration:</b> 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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