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| Teacher: Y. Abrams | Course: AP Biology  | Period(s): 2 | Week of: / Dates: 12/10 – 12/15 |
| Unit Title: Interactions/Homeostasis |  |  |
| State Standards: AP College Board Big Idea 4/2 |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World)  | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | EK 4.A.4LO 4.9LO 4.10 | Predict the effects of a change in a component of a biological system on the functionality of an organism. Refine representations and models to illustrate biocomplexity due to interactions of the constituent parts. | Warm-up question (10 min.)Work on interactions project (75 min.)Exit slip (5 min.) | Warm-up question response applying class content.Research and present in various formats the interactions between assigned organs and organ systems in plants and animals. | Warm-up response rubricInformal assessment during discussion by questioning and student summariesProject rubric | Individual work | AP Biology textbookHandoutsCOW | N/A |
| **Tuesday** | EK 4.A.4LO 4.9LO 4.10 | Predict the effects of a change in a component of a biological system on the functionality of an organism. Refine representations and models to illustrate biocomplexity due to interactions of the constituent parts. | Warm-up question (10 min.)Work on interactions project (75 min.)Exit slip (5 min.) | Warm-up question response applying class content.Research and present in various formats the interactions between assigned organs and organ systems in plants and animals. | Warm-up response rubricProject rubric | Individual work | AP Biology textbookHandoutsCOW | N/A |
| **Wednesday** | EK 4.A.4LO 4.9LO 4.10 | Predict the effects of a change in a component of a biological system on the functionality of an organism. Refine representations and models to illustrate biocomplexity due to interactions of the constituent parts. | Warm-up question (10 min.)Present interactions projects (65 min.)Discuss Christmas break assignment (10 min.)Exit slip (5 min.) | Warm-up question response applying class content.Conduct and report on student-designed lab experiments about enzymes. | Warm-up response rubricProject rubric | Individual work | AP Biology textbookHandoutsLab materials | N/A |
| **Thursday** | EK 2.B.1 LO 2.10LO 2.11 | Use representations and models to pose scientific questions about the properties of cell membranes and selective permeability based on molecular structure. Construct models that connect the movement of molecules across membranes with membrane structure and function. | Warm-up question (10 min.)Cell membrane and transport webquest (75 min.)Exit slip (5 min.) | Warm-up question response applying class content.Answer questions about cell membranes from various websites. | Warm-up response rubricWebquest results.  | Individual practice | AP Biology textbookHandoutsCOW | N/A |
| **Friday** | EK 2.B.1 LO 2.10LO 2.11 | Use representations and models to pose scientific questions about the properties of cell membranes and selective permeability based on molecular structure. Construct models that connect the movement of molecules across membranes with membrane structure and function. | Warm-up question (10 min.)Work on Christmas break assignment (75 min.)Exit slip (5 min.) | Warm-up question response applying class content.Read and respond to questions about cell membranes. | Warm-up response rubricBreak assignment responses. | Individual practice | AP Biology textbookHandoutsCOW | N/A |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.