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| Teacher:  | Course:  | Period(s):  | Week of: / Dates: |
| Unit Title: |  |  |
| State Standards:  |  |  |

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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** |  |  |  |  |  |  |  |  |
| **Tuesday** |  |  |  |  |  |  |  |  |
| **Wednesday** |  | demonstrate the procedures and guidelines of laboratory safety  | Short instructional video of lab safety, lab safety demonstrations, and lab safety scenarios | Correct the lab safety scenarios and share out the needed corrections  | Lab safety quiz  | Random student numbering  |  | Extra time will be given as needed, one to one interactions as needed or requested  |
| **Thursday** |  | Organize and analyze data based on variables Demonstrate proper use of lab equipment in the lab setting  | Teacher led diagrams, charts and various organized data breakdownTeacher and student led lab practice activities  | Graphic organizer, situational analysis Lab practice activities  | Individualized lab scenario breakdown by variable and data organization  | Random student numbering  |  | Extra time will be given as needed, one to one interactions as needed or requested  |
| **Friday** |  | List the levels of biological organization, and list their characteristics Explain why non-living things play a role in maintaining balance amongst living things  | Teacher led introduction to biological core conceptsStudent and teacher discussion covering  | Levels of biological organization accompanied by a text vocabulary scavenger hunt | Student/ teacher verbal questioning, biological levels or organization scavenger hunt  |  |  | Extra time will be given as needed, one to one interactions as needed or requested  |

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