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| Teacher: Runyan | Course: Biology | Period(s): 1,2,4 | Week of: / Dates: 9/3 |
| Unit Title: Biochemistry/ Cell Structure | |  |  |
| 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** | H.B.2A.1 | Describe the structure and function of enzymes and their importance to cellular functions | | Guide students through the conclusion of the liver enzyme lab, re-illustrate the enzyme cartoon  Review for biochemistry unit assessment | | Wrap up the liver enzyme lab and conclusions. Real world problem solving questions.  Review stations | | Real world problem solving questions (formative)  Review stations (formative) | | Random selection | General lab glassware | Extra time will be given as needed, one to one interactions as needed or requested |
| **Tuesday** | H.B.3A.3 | Identify, describe, and explain the components of organic compounds | | Gizmo (computer activity/ interactive lab) allowing students to identify proper organic molecules within in a substance | | Gizmo interactive lab with a handout that will follow along, allowing them to organize data | | Gizmo student guide (formative) | |  | Student Computers | Extra time will be given as needed, one to one interactions as needed or requested |
| **Wednesday** | H.B.3A.3  H.B.2A.1  H.B.2A.2 | Demonstrate knowledge gained by showing growth on unit assessment | | Biochemistry Unit Assessment  Introduction into Cellular Structure | | Biochemistry Unit Assessment  Cellular Structure Pre-Assessment | | Unit Assessment (Summative) | |  |  | Extra time will be given as needed, one to one interactions as needed or requested |
| **Thursday** | H.B.2B.1  H.B.2B.2  H.B.2C.2 | Explain the cell theory  Describe the differences between prokaryotic and eukaryotic cells | | Teacher led intro into the difference between cells… student created graphic organizer to identify differences  Prep for bacteria investigation lab and cell identification lab activities | | Create graphic organizer to identify key differences between cells  Reinforcing cell assignment guided by the text | | EOC prep question (formative)  Reinforcing assignment (formative) | | Random selection | Textbook, microscopes | Extra time will be given as needed, one to one interactions as needed or requested |
| **Friday** |  |  | |  | |  | |  | |  |  | 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.