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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.2B.1  H.B.2B.2  H.B.2C.2 | Explain the process of diffusion and osmosis, and predict the movement of particles when a gradient exists | | Video displaying diffusion and osmosis  Teacher guided/ foldable notes  POGIL handout covering cellular transport  Prep the osmosis lab | | Foldable note activity  POGIL cell transport activity/ handout | | POGIL cell transport handout (formative) | |  |  | Extra time will be given as needed, one to one interactions as needed or requested |
| **Tuesday** | H.B.2B.1  H.B.2B.2  H.B.2C.2 | Explain the process of diffusion and osmosis, and predict the movement of particles when a gradient exists | | Begin the osmosis and diffusion lab  Book guided assignment to differentiate between active and passive transport  Osmotic pressure/hypertonic/ hypotonic review | | Lab activity  Book guided assignment  Osmotic pressure review | | Book assignment and review (formative) | | Random numbering | Iodine, sandwich bags, corn starch, dialysis tubing, sugar water | Extra time will be given as needed, one to one interactions as needed or requested |
| **Wednesday** | H.B.2B.1  H.B.2B.2  H.B.2C.2 | Relate cell size to cell function and explain why cell sizes remain small | | “Why are cells small?” activity  Students will build cell examples, then use math calculations to determine why cells stay small | | “Why are cells small” activity… pre and post activity questions, along with cell construction | | Pre and post activity questions (formative) | |  | Scissors and glue | Extra time will be given as needed, one to one interactions as needed or requested |
| **Thursday** | H.B.2D.1  H.B.2D.2  H.B.2D.3  H.B.3A.2 | Identify and describe the steps of the cell cycle  Describe the process within the cell cycle in which the cell will divide | | Introduce the cell cycle through teacher led illustration  Graphic organizer/ foldable introduction to mitosis  Mitosis POGIL assignment | | Cell cycle illustration  Graphic organizer/ foldable notes  Mitosis POGIL | | Mitosis POGIL (formative) | |  |  | Extra time will be given as needed, one to one interactions as needed or requested |
| **Friday** | H.B.2B.1  H.B.2B.2  H.B.2C.2 | Identify and Describe the steps of Mitosis (Cell Division) | | Review the POGIL assignment  Introduce mitosis/ cell division through guided note taking  Observe and describe the mitosis process through the microscopes  Begin work on mitosis cartoon project | | Guided note taking  Mitosis microscope observation  Mitosis cartoon project | | Mitosis POGIL assignment (formative)  Mitosis cartoon project (summative) | |  |  | 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.