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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 osmosisTeacher 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 labBook 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.1H.B.2D.2H.B.2D.3H.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 mitosisMitosis POGIL assignment  | Cell cycle illustration Graphic organizer/ foldable notesMitosis 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.