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| Teacher: Y. Abrams | Course: Biology I CP | Period(s): 3 and 4 | Week of: /Dates: 11/06 – 11/10 |
| Unit Title: Cellular Energy |  |  |
| State Standards: B-3 |  |  |

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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.3A.1 | Develop and use models to explain how chemical reactions among ATP, ADP, and inorganic phosphate act to transfer chemical energy within cells.  | Warm-up question (10 min.)ATP cycle model (25 min.)Cell energy notes (20 min.)Chloroplast model (30 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Model ATP cycle.Discuss metabolism.Create model of chloroplast.Define weekly vocabulary for HW. | Informal assessment by asking questions and student summaries during class.Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | Whole groupIndividual practice | Biology textbookHandoutsSMARTBOARD | Extended time on assignments.Read aloud all directions from handouts. |
| **Tuesday** | H.B.3A.2 | Develop and revise models to describe how photosynthesis transforms light energy into stored chemical energy.  | Warm-up question (10 min.)Ted-Ed video (10 min.)Pigment lab (30 min.)Photosynthesis notes (35 min.)Exit slip (5 min.). | Respond to warm-up question using content knowledge.Extract various pigments from plant leaves.Discuss process of photosynthesis. | Informal assessment by asking questions and student summaries during class.Lab resultsUnit test that includes multiple choice questions, graphic interpretation, and free response questions. | Individual practiceWhole group | Biology textbookHandoutsSMARTBORADLab materials | Extended time on assignments.Read aloud all directions from handouts. |
| **Wednesday** | H.B.3A.3 | Construct scientific arguments to support claims that chemical elements in the sugar molecules produced by photosynthesis may interact with other elements to form macromolecules. | Warm-up question (10 min.)Create photosynthesis and macromolecule cartoon (75 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Create and share cartoon. | Informal assessment by asking questions and student summaries during class discussions/activities.Rubric for cartoon.Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | Individual practiceWhole group | Biology textbookHandoutsSMARTBORAD | Extended time on assignments.Read aloud all directions from handouts. |
| **Thursday** | H.B.3A.4 | Develop models of the major inputs and outputs of cellular respiration. | Warm-up question (10 min.)Vocabulary quiz (10 min.)Mitochondria foldable (25 min.)Cellular respiration notes (40 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Create model of mitochondria and respiration. | Informal assessment by asking questions and student summaries during class discussions/activities.Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | Individual practiceWhole group | Biology textbookHandoutsSMARTBOARD | Extended time on assignments.Read aloud all directions from handouts. |
| **Friday** |  |  | NO SCHOOL – VETERAN’S DAY |  |  |  |  |  |

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