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| Teacher: Y. Abrams | Course: Biology I CP | Period(s): 3 and 4 | Week of: /Dates: 10/30 – 11/3 |
| 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.)  Calorimetry lab (75 min.)  Exit slip (5 min.) | | Respond to warm-up question using content knowledge.  Analyze data to calculate calories in food sources | | Informal assessment by asking questions and student summaries during class.  Lab report.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | | Assigned lab groups | Biology textbook  Handouts  Lab materials | Extended time on assignments.  Read aloud all directions from handouts. |
| **Tuesday** | 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.)  Introduction to cellular energy notes (25 min.)  Model ATP/ADP cycle activity (50 min.)  Exit slip (5 min.)  . | | Respond to warm-up question using content knowledge.  Model energy transformation process. | | Informal assessment by asking questions and student summaries during class.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | | Individual practice  Whole group | Biology textbook  Handouts  SMARTBORAD | 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.)  Chloroplast foldable (40 min.)  Photosynthesis notes (35 min.)  Exit slip (5 min.) | | Respond to warm-up question using content knowledge.  Created foldable that explains process of photosynthesis. | | 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 practice  Whole group | Biology textbook  Handouts  SMARTBORAD | Extended time on assignments.  Read aloud all directions from handouts. |
| **Thursday** | H.B.3A.1  H.B.3A.3 | Develop and use models to explain how chemical reactions among ATP, ADP, and inorganic phosphate act to transfer chemical energy within cells. Construct scientific arguments to support claims that chemical elements in the sugar molecules produced by photosynthesis may interact with other elements to form macromolecules. | | Substitute teacher plans: Ch. 8 study guide | | Complete Ch. 8 study guide. | | Study guide responses | | Individual practice | Biology textbook  Handouts | Extended time on assignments.  Read aloud all directions from handouts. |
| **Friday** | H.B.3A.1  H.B.3A.3 | Develop and use models to explain how chemical reactions among ATP, ADP, and inorganic phosphate act to transfer chemical energy within cells. Construct scientific arguments to support claims that chemical elements in the sugar molecules produced by photosynthesis may interact with other elements to form macromolecules. | | Substitute teacher plans: Ch. 8 textbook questions | | Answer select questions from Ch. 8 of textbook. | | Question responses | | Individual practice | Biology textbook  Handouts | Extended time on assignments.  Read aloud all directions from handouts. |

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