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| **Week**  **Of**  **Sept.14-19, 2015** | **Jennings Senior High** | | | | |
| **Subject: Biology and Honors Biology** | | | **Grade Level: 9-12** | **Instructor(s): Ms. C. White** | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key Concepts -Learning**  **Targets /Daily Objective** | Students will recognize all organisms are composed of cells, the fundamental units of structure  and function. | Students will recognize all organisms are composed of cells, the fundamental units of structure | Students will recognize all organisms are composed of cells, the fundamental units of structure | Students will recognize all organisms are composed of cells, the fundamental units of structure | Students will recognize all organisms are composed of cells, the fundamental units of structure |
| **Common Core**  **Standards** | 3.1.C.a.• LO 1 B a, LO 1 C a, LO 1 C b, LO 2 A a, LO 2 A b, LO 2 A c | | | | |
| **Ab.** | 1,2,3 | 1,2,3 | 3 | 3 | 3,4 |
| **Vocabulary** | Lipids, Carbohydrates, Nucleic Acids, Proteins | Lipids, Carbohydrates, Nucleic Acids, Proteins | Lipids, Carbohydrates, Nucleic Acids, Proteins | Lipids, Carbohydrates, Nucleic Acids, Proteins | Lipids, Carbohydrates, Nucleic Acids, Proteins |
| **Class Procedures/Lesson Design** | **Do Now**: SMART Goals- Students will grade pre and post data to determine if they’ve met goal?  **(5-10 minutes)** | **Do Now**: SMART Goals- Students will grade pre and post data to determine if they’ve met goal?  **(5-10 minutes)** | **Do Now:** there are 7 characteristics of life. List as many characteristics as you can think of that define something as living. (5 **min)** | **Do Now:** there are 7 characteristics of life. List as many characteristics as you can think of that define something as living. (5-10 **minutes)** | Mini Quiz on macromolecules and the characteristic of living things |
| **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (20 min)**  PPT – Connell Notes and  Activity 2 – Create a Concept Map of the four organic molecules – record in comp. notebook  **Activity 3 (30 min)**  **Lunch Menu**  You are what you eat- determine if your school cafeteria is providing a balance diet.  Create a data table and graph results  **Activity 3 (20 min**  Pre-lab –  Title, Introduction, Hypothesis, and materials  Testing for Organic Compounds in Foods  **Home work** – Student will complete- You are what you eat- create a data table and graph results (record in composition notebooks) | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (20 min)**  PPT – Connell Notes and  Activity 2 – Create a Concept Map of the four organic molecules – record in comp. notebook  **Activity 3 (30 min)**  **Lunch Menu**  You are what you eat- determine if your school cafeteria is providing a balance diet.  Create a data table and graph results  **Activity 3 (20 min**  Pre-lab –  Title, Introduction, Hypothesis, and materials  Testing for Organic Compounds in Foods  **Home work** – Student will complete You are what you eat- create a data table and graph results (record in composition notebooks) | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (70 min)**  **Organic Compound Lab-**  **Testing for Organic Compounds in Foods**  Students will be investigating what is inside different food. They will run a series of test and look at different indicators to determine which organic molecule is in each food item  **Activity 2**  Homework – students will complete lab report  Results, Error Analysis and Discussion/Conclusion. | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (70 min)**  **Organic Compound Lab-**  **Testing for Organic Compounds in Foods**  Students will be investigating what is inside different food. They will run a series of test and look at different indicators to determine which organic molecule is in each food item  **Activity 2**  Homework – students will complete lab report  Results, Error Analysis and Discussion/Conclusion. | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (15 min)**  Characteristics of living things Cornell notes  **Activity 2 230 min)**  Jigsaw method going over the characteristics of living things. The class will meet in large groups (5 total groups) read over topic and define their characteristic.  **Activity 3 (20 minutes)**  Students will meet in their mixed group with 5 members in each group. They will work on a worksheet together: Read Macromolecules and answer the questions.  Homework – Complete Macromolecules Worksheet |
| **Highly Tested CLE:**  **(EOC/ACT Time)**  **20 Min. Devoted to EOC/ACT Skill Reinforces (20 Minutes)** | LO1C. Cells are the fundamental units of structure and function all living things | LO1C. Cells are the fundamental units of structure and function all living things | LO1C. Cells are the fundamental units of structure and function all living things | LO1C. Cells are the fundamental units of structure and function all living things | LO1C. Cells are the fundamental units of structure and function all living things |
| **Daily Formative Assessment (5-10 Minutes)** | Concept Map  Lab Report | Concept Map  Lab Report | Lab Report | Lab Report | Mini quiz |
| **Summative Assessment** | Scientific Inquiry Assessment is scheduled for September, 10th and 11th | | | | |
| **Materials and Resources** | Lab materials, dry erase markers, composition notebook, scientific tools (beaker, meter stick/metric ruler, graduated cylinder, balance, etc.), and SMART Board. | | | | |
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