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| **Week**  **Of**  **Oct. 5-9, 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.** | 3,4 | 3,4 | 3,4 | 3,4 | 3,4 |
| **Vocabulary** | Centrioles, Cells, eukaryotic, prokaryotic, Golgi apparatus, nucleus, nucleolus, chloroplast, cell wall, cell membrane, cytoplasm, nucleus, chloroplast, mitochondrion, ribosome, vacuole, smooth and rough endoplasmic reticulum, lysosome, peroxisome, anabolism, catabolism | Centrioles, Cells, eukaryotic, prokaryotic, Golgi apparatus, nucleus, nucleolus, chloroplast, cell wall, cell membrane, cytoplasm, nucleus, chloroplast, mitochondrion, ribosome, vacuole, smooth and rough endoplasmic reticulum, lysosome, peroxisome, anabolism, catabolism | Centrioles, Cells, eukaryotic, prokaryotic, Golgi apparatus, nucleus, nucleolus, chloroplast, cell wall, cell membrane, cytoplasm, nucleus, chloroplast, mitochondrion, ribosome, vacuole, smooth and rough endoplasmic reticulum, lysosome, peroxisome, anabolism, catabolism | Centrioles, Cells, eukaryotic, prokaryotic, Golgi apparatus, nucleus, nucleolus, chloroplast, cell wall, cell membrane, cytoplasm, nucleus, chloroplast, mitochondrion, ribosome, vacuole, smooth and rough endoplasmic reticulum, lysosome, peroxisome, anabolism, catabolism, | Centrioles, Cells, eukaryotic, prokaryotic, Golgi apparatus, nucleus, nucleolus, chloroplast, cell wall, cell membrane, cytoplasm, nucleus, chloroplast, mitochondrion, ribosome, vacuole, smooth and rough endoplasmic reticulum, lysosome, peroxisome, anabolism, catabolism |
| **Class Procedures/Lesson Design** | **Do Now** (5 min)  Create a Venn concept map of the 4 main functions of the cell – include the organelles for each.. | **Do Now** (5 min)  Create a Venn concept map of the 4 main functions of the cell – include the organelles for each. | **Do Now** **:**  If you had an unknown sample of cells, how could you identify the organism that produced them? | **Do Now:** 5 min.  If you had an unknown sample of cells, how could you identify the organism that produced them? | **Do Now:**  Define: Nucleus, ER, Golgi, Cell membrane and nucleolus |
| **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (20 min)**  Close Reading – Cells and their organelles, answer the questions (40 min)  **Independent/Small Group Instruction:**  **Activity 2 (30 min)**  Students will use voc. terms and write the function of each term.  **Activity 3 (20 min)**  In composition notebook – write the voc. word and draw the organelle next to the word. | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (20 min)**  Close Reading – Cells and their organelles, answer the questions (40 min)  **Independent/Small Group Instruction:**  **Activity 2 (30 min)**  Students will use voc. terms and write the function of each term.  **Activity 3 (20 min)**  In composition notebook – write the voc. word and draw the organelle next to the word. | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1** – **(20 min)**  Review close reading – Cells and their organelles  **Whole Group Learning Strategies and Procedures:**  **Activity 2 (30 min)**  Class cell drawing: each student will have one organelle; they will draw the structure on the board and provide the function(s)  **Independent/Small Group Instruction:**  **Activity 3 (20 min)**  Cell Riddles worksheet  **Activity 4**  Complete coloring of organelles assignment | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1** – **(20 min)**  Review close reading – Cells and their organelles  **Whole Group Learning Strategies and Procedures:**  **Activity 2 (30 min)**  Class cell drawing: each student will have one organelle; they will draw the structure on the board and provide the function(s)  **Independent/Small Group Instruction:**  **Activity 3 (20 min)**  Cell Riddles worksheet  **Activity 4**  Complete coloring of organelles assignment | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1 (30 min)**  Cells and Organelles – Students will match the function/description with the correct organelle.  **Whole Group Learning Strategies and Procedures:**  Activity 2 – Voc. One –two word terms  **Activity 3 (20 min)**  Label game. Students will be given a sheet with definitions. All students will have a definition on their back. They will have to walk around to find the different definitions**. (30 Minutes)**    Activity 4 Voc quiz |
| **Highly Tested CLE:**  **(EOC/ACT Time)**  **20 Min. Devoted to EOC/ACT Skill Reinforces (20 Minutes)** | Organelles and their functions. | Organelles and their functions. | Organelles and their functions. | Organelles and their functions. | Organelles and their functions. |
| **Daily Formative Assessment (5-10 Minutes)** | Labeling the cell’s functions. |  | Labeling the cell on the board. The growing cell will evolve as we learn. | Labeling the cell on the board. The growing cell will evolve as we learn. | Mini quiz on cell organelles and functions and cell riddle worksheet |
| **Summative Assessment** | Summative is scheduled on or about Oct. 9, 2015 | | | | |
| **Materials and Resources** | Lab materials, dry erase markers, composition notebook and SMART Board. | | | | |
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