

Week Of Sept. 28- Oct. 2, 2015	Jennings Senior High				
Subject: Biology and Honors Biology			Grade Level: 9-12	Instructor(s): Ms. C. White	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Key Concepts - Learning Targets /Daily Objective</b>	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
<b>Common Core Standards</b>	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				
<b>Ab.</b>	3,4	3,4	3,4	3,4	3,4
<b>Vocabulary</b>	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
<b>Class Procedures/Lesson Design</b>	<b>Do Now</b> (5 min) Create a Venn diagram comparing and contrasting prokaryotes and eukaryotes. Include two items in each section.	<b>Do Now:</b> Create a Venn diagram comparing and contrasting prokaryotes and eukaryotes. Include two items in each section.	<b>Do Now :</b> Which two organelles are responsible for energy? Which organelle keeps items in or out of the cell	<b>Do Now:</b> 5 min. Which two organelles are responsible for energy? Which organelle keeps items in or out of the cell?	<b>Do Now:</b> Define: Nucleus, ER, Golgi, Cell membrane and nucleolus
	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <a href="https://www.youtube.com/watch?v=RO-SMCmWB1s">https://www.youtube.com/watch?v=RO-SMCmWB1s</a> <b>Activity 1 (20 min)</b> Eukaryote cells and their organelles lecture part one. <b>Whole Group Learning Strategies and Procedures:</b> <b>Activity 2 (20 min)</b> Students will work on coloring their own cell in and labeling the different organelles	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <a href="https://www.youtube.com/watch?v=RO-SMCmWB1s">https://www.youtube.com/watch?v=RO-SMCmWB1s</a> <b>Activity 1 (20 min)</b> Eukaryote cells and their organelles lecture part one. <b>Whole Group Learning Strategies and Procedures:</b> <b>Activity 2 (20 min)</b> Students will work on coloring their own cell in and labeling the different organelles	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <b>Activity 1 – (20 min)</b> Students will compare and contrast the difference between mitochondria and chloroplast. <b>Whole Group Learning Strategies and Procedures:</b>	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <b>Activity 1 – (20 min)</b> Students will compare and contrast the difference between mitochondria and chloroplast.	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <b>Activity 1 (15 min)</b> Eukaryote cells and their organelles lecture part two. <b>Whole Group Learning Strategies and Procedures:</b> <b>Activity 2 (20 min)</b>

	<p><b>Activity 3 (20 min)</b> Draw and label what we currently know about the cell. We are going to have a drawing on the back board and add to the cell every time we learn another part.</p> <p><b>Independent/Small Group Instruction:</b></p> <p><b>Activity 4 (20 min)</b> Students will work on a labeling and definition worksheet. They will have to identify the function of the organelle as well.</p>	<p><b>Activity 3 (20 min)</b> Draw and label what we currently know about the cell. We are going to have a drawing on the back board and add to the cell every time we learn another part.</p> <p><b>Independent/Small Group Instruction:</b></p> <p><b>Activity 4 (20 min)</b> Students will work on a labeling and definition worksheet. They will have to identify the function of the organelle as well.</p>	<p><b>Activity 2 (30 min)</b> 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.</p> <p><b>Independent/Small Group Instruction:</b></p> <p><b>Activity 3 (30 min)</b> Cell Riddles worksheet.</p>	<p><b>Whole Group Learning Strategies and Procedures:</b></p> <p><b>Activity 2 (30 min)</b> 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.</p> <p><b>Independent/Small Group Instruction:</b></p> <p><b>Activity 3 (30 min)</b> Cell Riddles worksheet.</p>	<p>Students will work on coloring their own cell in and labeling the different organelles.</p> <p><b>Activity 3 (20 min)</b> Draw and label what we currently know about the cell. We are going to have a drawing on the back board and add to the cell every time we learn another part.</p> <p><b>Independent/Small Group Instruction:</b></p> <p>Students will work on and finish labeling and definition worksheet. They will have to identify the function of the organelle as well.</p>
<b>Highly Tested CLE: (EOC/ACT Time) 20 Min. Devoted to EOC/ACT Skill Reinforces (20 Minutes)</b>	Organelles and their functions.	Organelles and their functions.	Organelles and their functions.	Organelles and their functions.	Organelles and their functions.
<b>Daily Formative Assessment (5-10 Minutes)</b>	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.	Cell riddle worksheet	Cell riddle worksheet	Mini quiz on cell organelles and functions
<b>Summative Assessment</b>	Summative is scheduled on or about Oct. 9, 2015				
<b>Materials and Resources</b>	Lab materials, dry erase markers, composition notebook and SMART Board.				