

Lesson Plan Template

Day 10

Grade: High School		Subject: Biology	
Materials: notebook		Technology Needed: computer	
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.		Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences:	
Objective(s) Students will be able to draw conclusions on the cell unit and make connections between the various lessons.			
Bloom's Taxonomy Cognitive Level:			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will choose a username for the quizlet live game. The game generates groups of 4-5 students randomly and it switches each new round of the game.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)	
Minutes	Procedures		
	Set-up/Prep:		
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Bell work: Write down 3 questions you have about the unit. If you cannot think of enough questions, what is one you think someone else might have?		
15	Explain: (concepts, procedures, vocabulary, etc.) After reading through the questions address the main concerns of the unit with the students.		

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<p>30</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Today's lesson is a review of the entire unit's content in preparation for the test the following day. The students will be playing quizlet live, or you could use kahoot.</p>	
	<p>Review (wrap up and transition to next activity):</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Students will be given this worksheet as a form of review for the exam.

Cell Organelles	Description	Function	Plant, Animal, or Both
Cytoskeleton			
Microtubules			
Intermediate filaments			
Microfilaments			
Nucleus			
Nucleolus			
Endoplasmic Reticulum			
Ribosome			

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Golgi Apparatus			
Vesicle			
Mitochondria			
Vacuole			
Lysosome			
Centriole			
Why do animal cells not have cell wall?			
Cell wall			
Chloroplasts			
Chlorophyll			
Cell membrane			
Phospholipid			
Draw a Phospholipid bilayer			