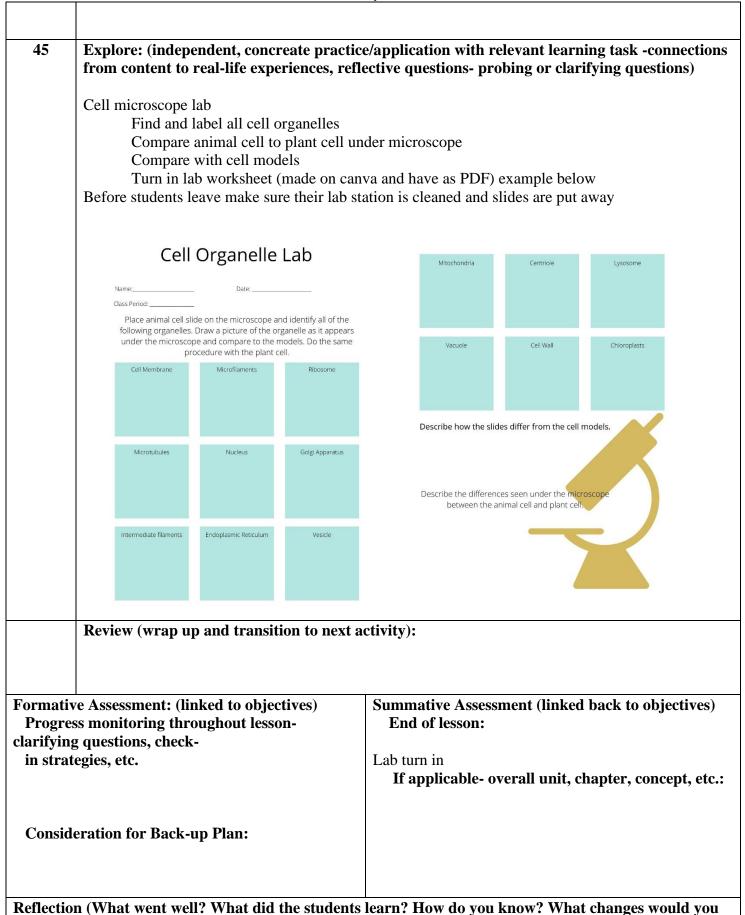
## Lesson Plan Template

Lesson Plan Template Day 6		
		Subject: Biology
Materials: notebook		Technology Needed: microscope and slides
Instructional		Guided Practices and Concrete Application:
<ul><li>□ Guide</li><li>□ Socrat</li></ul>	instructionteaching/collaboration/ cooperative learningd practicecooperative learningdic SeminarUisuals/Graphicing CentersorganizersrePBLologyDiscussion/DebateationModeling	<ul> <li>Large group activity</li> <li>Hands-on</li> <li>Independent activity</li> <li>Technology integration</li> <li>Pairing/collaboration</li> <li>Imitation/Repeat/Mimic</li> <li>Simulations/Scenarios</li> <li>Other (list)</li> <li>Explain:</li> </ul>
Standard(s) HS-LS1-2		Differentiation Below Proficiency:
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		Above Proficiency: Approaching/Emerging Proficiency:
evidence that feedback mechanisms maintain homeostasis.		Modalities/Learning Preferences:
Objective(s) Students will be able to identify the different organelles of animal cells. Students will distinguish the difference between animal and plant cells. Students will be able to infer the importance of the cell membrane and its use to the cells. Bloom's Taxonomy Cognitive Level:		
Classroom Management- (grouping(s),		Behavior Expectations- (systems, strategies,
movement/transitions, etc.) Students will be in their lab groups. These are preassigned and each table will have 2 groups of 2.		procedures specific to the lesson, rules and expectations, etc.)
Minutes		Procedures
	Set-up/Prep:	
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)	
5	Explain: (concepts, procedures, vocabulary, etc.)	
Review lab rules and how to properly handle the microscopes.		



make?):