

Lesson Plan Template

Day 8

| | | | |
|--|--|--|--|
| Grade: High School | | Subject: Biology | |
| Materials: | | Technology Needed: | |
| 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-LS1-3 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 infer the importance of the cell membrane and its use to the cells. Students will be able to differentiate the types of cell transport and the needs for each one. | | | |
| Bloom's Taxonomy Cognitive Level: | | | |
| Classroom Management- (grouping(s), movement/transitions, etc.) | | 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: List at least 6 forms of transportation. Can you think of any transportation that does not require energy/ fuel? These are all examples of active transport. (use ATP/ energy) | | |
| 35 | Explain: (concepts, procedures, vocabulary, etc.) Today we will be discussing the similarities and differences between passive transport and active transport. Passive transport Why do you think it is called passive? As compared to active transport. Osmosis | | |

Lesson Plan Template

Day 8

| | |
|--|--|
| | <p>Hypertonic- more concentration, cells shrivel Hypotonic- less concentration, cell bursts Isotonic- equal concentration Show examples of each solution. Use blood cell as molecule in solution. Have students draw this example in their notes.</p> <p>Why is it important to make sure a solution is isotonic in our bodies? If you were stranded on a deserted island on the ocean would you drink the sea water? Why/ why not? How could you make it drinkable?</p> <p>Diffusion What are some examples you have seen of diffusion in your life? Real world perfume example</p> <p>Active transport Endocytosis Exocytosis</p> |
| <p>10</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>Questions are interspersed in explain portion. Why is it important to make sure a solution is isotonic in our bodies? If you were stranded on a deserted island on the ocean would you drink the sea water? Why/ why not? How could you make it drinkable?</p> <p>Examples of diffusion in our world.</p> |
| | <p>Review (wrap up and transition to next activity):</p> <p>Tomorrow will be a lab day on osmosis and diffusion.</p> |
| <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc.</p> <p>questioning technique and drawings in notes.</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> | |

Lesson Plan Template
Day 8

| |
|--|
| |
|--|