

PRO/EUK Biology Lesson Plans

Teacher :JOHNSTON, CANNON, HARDMAN, HAWTHORNE, CARMACK, HAMILTON	
Course/ Subject: Biology	
Date of Instruction: 1/19/23	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	Standard/s: SB1. Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells. SCSh4 Students use tools and instruments for observing, measuring and manipulating scientific equipment and materials.
	Learning Target: I will explain the role of cell organelles for both prokaryotic and eukaryotic cells, including the cell membrane, in maintaining homeostasis and cell reproduction.
	Success Criteria: <ul style="list-style-type: none"> • I can understand and use a microscope. • I can identify the 3 Statements of the Cell Theory. • I can differentiate between prokaryotic & eukaryotic cells.
	Introduction/Connection: Pirate prep SWYK cell theory
	DIRECT INSTRUCTION: Review prokaryote vs eukaryote Instructions for prokaryote and eukaryote POGIL Color prokaryote paper VENN DIAGRAM pro/euk
	Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10

	<p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Prokaryote eukaryote POGIL in pairs</p>
<p>Closing (We Check) Describe the instructional process that will be used to close the lesson and check for student understanding . TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/CHECK FOR UNDERSTANDING:</p> <p>Discuss POGIL questions</p>