Passive Transport- H/G Biology 3/4/22 Lesson Plans

Teacher : Ms. McElvaney & Mrs. Audrey Hardman	
Course/ Subject: Honors/Gifted Biology	
Date of Instruction: 3/4/2022	
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**	**Standard/s:** **SB1: obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells** **D. plan and carry out investigations to determine the role of cellular transport (e.g. active, passive, and osmosis) in maintaining homeostasis.** **Learning Target:** **1) I can describe the 3 types of passive transport** **2) I can describe the role that passive transport has in maintaining homeostasis** **Success Criteria:** **1) I can explain the 3 types of passive transport in at least 5 sentences** **2) I can explain the role that passive transport has in maintaining homeostasis in at least 3 sentences** **Introduction/Connection:** **- Do now/pirate prep** **DIRECT INSTRUCTION:** **- Passive transport notes**
Work Period (We Do, You Do) Students learn 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**	**GUIDED PRACTICE:** **- Egg lab set up** **INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:** **- Passive transport worksheet**
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**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** **- Exit ticket**

Passive/Active Transport- H/G Biology 3/7/22 Lesson Plans

Teacher : Ms. McElvaney & Mrs. Audrey Hardman	
Course/ Subject: Honors/Gifted Biology	
Date of Instruction: 3/7/2022	
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**	**Standard/s:** **SB1: obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells** **D. plan and carry out investigations to determine the role of cellular transport (e.g. active, passive, and osmosis) in maintaining homeostasis**
	Learning Target: **1) I can differentiate between passive and active transport** **2) I can identify the 3 types of active transport**
	Success Criteria: **1) I can explain the difference between passive and active transport in 2-3 sentences** **2) I can list the 3 types of active transport**
	Introduction/Connection: - **Do now/pirate prep**
	DIRECT INSTRUCTION: - **Active transport notes**
Work Period (We Do, You Do) Students learn 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**	**GUIDED PRACTICE:** - **Egg lab day 2**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: - **Passive transport activity** - **Active transport worksheet**
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**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** - **Exit ticket**

Passive/Active Transport- H/G Biology 3/8/22 Lesson Plans

Teacher : Ms. McElvaney & Mrs. Audrey Hardman	
Course/ Subject: Honors/Gifted Biology	
Date of Instruction: 3/8/2022	
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**	**Standard/s:** **SB1: obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells** **D. plan and carry out investigations to determine the role of cellular transport (e.g. active, passive, and osmosis) in maintaining homeostasis**
	Learning Target: **1) I can differentiate between passive and active transport**
	Success Criteria: **1) I can explain the difference between passive and active transport in 3-4 sentences**
	Introduction/Connection: **- Do now/pirate prep**
	DIRECT INSTRUCTION: **- Mini-poster assignment part 1**
Work Period (We Do, You Do) Students learn 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**	**GUIDED PRACTICE:** **- Egg lab day 3**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: **- Active transport worksheet** **- passive/active transport graphic organizer**
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**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** **- Exit ticket**

Passive & Active Transport- H/G Biology 3/9/22 Lesson Plans

Teacher : Ms. McElvaney & Mrs. Audrey Hardman	
Course/ Subject: Honors/Gifted Biology	
Date of Instruction: 3/9/2022	
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**	**Standard/s:** **SB1: obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells** **D. plan and carry out investigations to determine the role of cellular transport (e.g. active, passive, and osmosis) in maintaining homeostasis**
	Learning Target: **1) I can differentiate between passive and active transport**
	Success Criteria: **1) I can explain the difference between passive and active transport in 3-4 sentences**
	Introduction/Connection: **- Do now/pirate prep**
	DIRECT INSTRUCTION: **- Mini-poster assignment part 2 & 3**
Work Period (We Do, You Do) Students learn 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**	**GUIDED PRACTICE:** **- Egg lab day 4**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: **- passive/active review activity** **- Transport quiz** **- vocab**
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**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** **- Egg lab conclusion**

ATP- H/G Biology 3/10/22 Lesson Plans

Teacher : Ms. McElvaney & Mrs. Audrey Hardman	
Course/ Subject: Honors/Gifted Biology	
Date of Instruction: 3/10/2022	
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**	**Standard/s:** **SB1: obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells** **E. ask questions to investigate and provide explanations about the roles of photosynthesis and respiration in the cycling of matter and flow of energy within the cell (e.g. single-celled alga)**
	Learning Target: **1) I can explain how energy is stored and released through the ATP-ADP cycle** **2) I can recognize the parts of an ATP molecule**
	Success Criteria: **1) I can correctly describe how energy is stored and released through the ATP-ADP cycle in 2-3 sentences.** **2) I can correctly recognize all the parts of an ATP molecule**
	Introduction/Connection: - **Do now/pirate prep**
	DIRECT INSTRUCTION: - **ATP notes**
Work Period (We Do, You Do) Students learn 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**	**GUIDED PRACTICE:** - **ATP activity**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: - **ATP activity** - **Vocab**
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**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** - **Mini-poster assignment conclusion**

Photosynthesis- H/G Biology 3/11/22 Lesson Plans

Teacher : Ms. McElvaney & Mrs. Audrey Hardman	
Course/ Subject: Honors/Gifted Biology	
Date of Instruction: 3/11/2022	
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**	**Standard/s:** **SB1: obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells** **E. ask questions to investigate and provide explanations about the roles of photosynthesis and respiration in the cycling of matter and flow of energy within the cell (e.g. single-celled alga)**
	Learning Target: **1) I can explain how energy cycles through photosynthesis** **2) I can differentiate between the light-dependent and light-independent reactions of photosynthesis**
	Success Criteria: **1) I can correctly explain how energy cycles through photosynthesis in 2-3 sentences** **2) I can correctly differentiate between the light-dependent and light-independent reactions of photosynthesis**
	Introduction/Connection: **- Do now/pirate prep**
	DIRECT INSTRUCTION: **- Photosynthesis notes**
Work Period (We Do, You Do) Students learn 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**	**GUIDED PRACTICE:** **- Photosynthesis virtual lab**
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: **- Photosynthesis worksheet**
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**	**SUMMARIZE/CHECK FOR UNDERSTANDING:** **- Exit ticket**