ASTEC Charter School Weekly Lesson Plan

Name: Jill Carson Class: Biology Date: 10-08-12

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|  |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **1**  **6** | Standard or Pass Skill:  Objective:  Bell work  Anticipatory  set:  Lesson Line:  Product/Evaluation  Closure/Exit  Activity #: | PS1.1Qualitative/quantitative observations and changes, PS 1.2 PS 1.3 Use appropriate SI units and tools, PS 4 Interpret and Communicate, CS 1.1 Cell Structures and Functions.  Observe, report, interpret, and communicate qualitative and quantitative changes in a cell during osmosis.  SW read lab procedures for Osmosis Lab and write a hypothesis.  Egg Cell-TW show students a chicken egg, explain that this is a single cell and you can observe osmosis in this single cell.  Cell parts Quiz. 10 multiple choice. SW perform Osmosis Lab Day 1. Teacher guided notes and discussion on Diffusion with imbedded interactive smartboard activities.  Cell Parts Quiz for Quiz Grade. Day one of Lab Report completed for part of lab report grade. Notes for part of daily activity grade.  **Repeat the anticipatory set to review and engage the learner**  **3, 5, 9, 11, 12** | PS1.1Qualitative/quantitative observations and changes, PS 1.2 PS 1.3 Use appropriate SI units and tools, PS 4 Interpret and Communicate, CS 1.1 Cell Structures and Functions.  Observe, report, interpret, and communicate qualitative and quantitative changes in a cell during osmosis.  Cell Transport Graphic-SW label the parts of the cell membrane and answer questions related to transport.  Egg Cell-TW show students change in egg cell.  SW begin working on Exam 2 Review.  Exam Review for part of Daily Activities grade.  **Repeat the anticipatory set to review and engage the learner**  **18-exam review** | PS1.1Qualitative/quantitative observations and changes, PS 1.2 PS 1.3 Use appropriate SI units and tools, PS 4 Interpret and Communicate, CS 1.1 Cell Structures and Functions.  Observe, report, interpret, and communicate qualitative and quantitative changes in a cell during osmosis.  SW read lab procedures for Osmosis Lab Day 3.  Egg Cell-TW show students change in egg cell.  SW perform Osmosis Lab Day 3. Teacher guided notes is time permits.  Day three of Lab Report for part of lab report grade.  **Repeat the anticipatory set to review and engage the learner**  **3, 5, 9, 11, 12** | PS1.1Qualitative/quantitative observations and changes, PS 1.2 PS 1.3 Use appropriate SI units and tools, PS 4 Interpret and Communicate, CS 1.1 Cell Structures and Functions.  Observe, report, interpret, and communicate qualitative and quantitative changes in a cell during osmosis.  SW read lab procedures for Osmosis Lab Day 3.  Egg Cell-TW show students change in egg cell.  Teacher guided notes and discussion on Diffusion and Osmosis with imbedded interactive smartboard activities.  Notes for part of daily activity grade.  **Repeat the anticipatory set to review and engage the learner**  **3, 10, 12** | PS1.1Qualitative/quantitative observations and changes, PS 1.2 PS 1.3 Use appropriate SI units and tools, PS 4 Interpret and Communicate, CS 1.1 Cell Structures and Functions.  Observe, report, interpret, and communicate qualitative and quantitative changes in a cell during osmosis.  SW read lab procedures for Osmosis Lab Day 3.  Egg Cell-TW show students change in egg cell.  SW perform Osmosis Lab Day 5.  SW continue working on Exam 2 Review.  Day five of Lab Report for part of lab report grade. Exam Review for part of Daily Activities grade.  **Repeat the anticipatory set to review and engage the learner**  **3, 5, 9, 11, 18-exam review** |

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|  |  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **3**  **4**  **7** | Standard or Pass Skill:  Objective:  Bell work  Anticipatory  set:  Lesson Line:  Product/Evaluation  Closure/Exit  Activity #: | Explain the structure and function of ecosystems and relate how ecosystems change over time.  As a team you will create a lesson that teaches the class about an environmental issue. Your lesson will be presented to the class as a powerpoint or similar presentation.  What are 3 ecological issues we are currently faced with currently?  TW lead class discussion on current ecological issues. This will lead into the current project.  Ecology Issues Project- <http://www.biologycorner.com/projects/ecoproject/index.html> SW perform the planning and begin research portions of the project.  Begin project for part of Project grade.  **Repeat the anticipatory set to review and engage the learner**  11, 13, 18-research, project planning/preparation | Explain the structure and function of ecosystems and relate how ecosystems change over time.  As a team you will create a lesson that teaches the class about an environmental issue. Your lesson will be presented to the class as a powerpoint or similar presentation.  Discuss your group’s progress on the project and what you plan to accomplish today.  TW address any questions or issues regarding project.  Ecology Issues Project- <http://www.biologycorner.com/projects/ecoproject/index.html> SW finish the research and begin the presentation preparation of the project.  Continue project for project grade.  **Repeat the anticipatory set to review and engage the learner**  11, 13, 18-research, project planning/preparation | Explain the structure and function of ecosystems and relate how ecosystems change over time.  As a team you will create a lesson that teaches the class about an environmental issue. Your lesson will be presented to the class as a powerpoint or similar presentation.  Quiz-Global warming 10 mc questions  TW address any questions or issues regarding project.  Ecology Issues Project- <http://www.biologycorner.com/projects/ecoproject/index.html> SW finish the research and begin the presentation preparation of the project.  Continue project for project grade.  **Repeat the anticipatory set to review and engage the learner**  11, 13, 18-research, project planning/preparation | Explain the structure and function of ecosystems and relate how ecosystems change over time.  As a team you will create a lesson that teaches the class about an environmental issue. Your lesson will be presented to the class as a powerpoint or similar presentation.  Discuss your group’s progress on the project and what you plan to accomplish today.  TW address any questions or issues regarding project. TW handout presentation rubrics for presentation portion of project and discuss presentation expectations.  Ecology Issues Project- <http://www.biologycorner.com/projects/ecoproject/index.html> SW finish the presentation portion of the project.  Continue project for project grade.  **Repeat the anticipatory set to review and engage the learner**  11, 13, 18-research, project planning/preparation | Explain the structure and function of ecosystems and relate how ecosystems change over time.  As a team you will create a lesson that teaches the class about an environmental issue. Your lesson will be presented to the class as a powerpoint or similar presentation.  Discuss your group’s progress on the project and what you plan to accomplish today.  TW address any questions or issues regarding project.  Students will present projects/presentations.  Presentations and projects for project grade.  **Repeat the anticipatory set to review and engage the learner**  11, 12, 13, 18-presentations |

Indicate all that apply: 1. Lecture 4. Demonstration 7. Role Play 10. Teacher-Centered 13. Computer 16. Flip Cameras

2. Overhead 5. Hands-on 8. Drama 11. Student-Centered 14. Responders 17. Digital Camera

3. Discussion 6. Simulation 9. Experiment/lab 12. SMART Board 15. NEO2 18. Other