

Daily Lesson Plan for AP Biology Unit 2

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| Teacher: L. Todd | |
| Course/ Subject: AP Biology | |
| Date of Instruction: 10/6/20 | |
| <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.</p> <p>TKES 1, 2, 3,4,5, 8,10</p> | <p>AP Big Idea(s)/Topic(s): The plasma membrane is a structure conserved across domains (Big Idea 1) yet highly specialized to species and their internal and external environments (Big Idea 2). Greater than the sum of its parts, it possesses emergent properties (Big Idea 3) that regulate the complex interactions of cells (Big Idea 4).</p> <p>Topics 2.6, 2.9</p> |
| | <p>Learning Target: Describe the mechanisms that organisms use to maintain solute and water balance.</p> <p>Describe the processes that allow ions and other molecules to move across membranes.</p> |
| | <p>Success Criteria: Active transport requires the direct input of energy to move molecules from regions of low concentration to regions of high concentration.</p> <p>The processes of endocytosis and exocytosis require energy to move large molecules into and out of cells.</p> <p>A variety of processes allow for the movement of ions and other molecules across membranes, including passive and active transport, endocytosis and exocytosis.</p> |
| | <p>Introduction/Connection:</p> |
| | <p>DIRECT INSTRUCTION:</p> |
| <p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be</p> | <p>GUIDED PRACTICE: Case Study: A Botched Botox Part in the Hamptons</p> |

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| <p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p> | <p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> |
| <p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding</p> <p>TKES: 1,2,3, 4,5,6,7,8</p> | <p>SUMMARIZE/CHECK FOR UNDERSTANDING:</p> <p>Discuss case study</p> |
| <p>Homework and Upcoming Due Dates</p> | <p>Unit 2 exam on Fri 10/9</p> <p>Study card due Fri 10/9</p> |