Daily Lesson Plan for AP Biology Unit 2

<table>
<tr><td colspan="2">Teacher: L. Todd</td></tr>
<tr><td colspan="2">Course/ Subject: AP Biology</td></tr>
<tr><td colspan="2">Date of Instruction: 10/8/20</td></tr>
<tr><td rowspan="3">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</td><td>AP Big Idea(s)/Topic(s):
Protists represent a very diverse group of organisms; however, using research techniques in biotechnology (Big Idea 3), it is possible to find the structural evidence, such as membrane-bound organelles (Big Idea 2), that supports the relatedness of all eukaryotes (Big Idea 1) and the interdependence of many eukaryotes (Big Idea 4).

Topics 2.10 & 2.11</td></tr>
<tr><td>Learning Target:
Describe the membrane- bound structures of the eukaryotic cell.

Explain how internal membranes and membrane- bound organelles contribute to compartmentalization of eukaryotic cell functions.

Describe similarities and/or differences in compartmentalization between prokaryotic and eukaryotic cells.

Describe the relationship between the functions of endosymbiotic organelles and their free-living ancestral counterparts.</td></tr>
<tr><td>Success Criteria:
Membranes and membrane-bound organelles in eukaryotic cells compartmentalize intracellular metabolic processes and specific enzymatic reactions.

Internal membranes facilitate cellular processes by minimizing competing interactions and by increasing surface areas where reactions can occur.

Prokaryotes generally lack internal membrane bound organelles but have internal regions with specialized structures and functions.

Membrane-bound organelles evolved from once free-living prokaryotic cells via endosymbiosis.

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	Introduction/Connection:
	DIRECT INSTRUCTION:
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**	**GUIDED PRACTICE:** Endomembrane System activity (making connections for entire unit)
	INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:
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:** Review Game (time permitting)
Homework and Upcoming Due Dates	**Unit 2 exam on Fri 10/9** **Study card due Fri 10/9**