

2014-15 LESSON "SNAPSHOT"

Teacher's Name: S. Sutherland

Course Title and Periods Taught: Biology A, 1st, 5th

Week of: November 24th

Unit Title: Introduction to Biology

List daily lesson topic and Depth of Knowledge:	List learning target and briefly outline lesson activitys/agenda (related to Core Academic Standard):		
Monday: Lesson Topic: Introduction to Biology Critical Vocab: Observation, data, hypothesis, controlled experiment, independent variable, dependent variable, theory, biology, cell, homeostasis, metabolism, stimulus, metric system, compound light microscope	Agenda: I can describe the fundamental assumptions of science. I can design and conduct investigations appropriately using essential processes of scientific inquiry. Procedure: 1. Bell Ringer 2. Review: Section 1-2 3. Activity: Students design experiments 4. Reflection	Bell Ringer: Discuss the difference between a manipulated variable and a responding variable. (Hint: Check your 1-2 worksheets)	Reflection: What did I learn today?
Tuesday: Lesson Topic: Introduction to Biology Critical Vocab: Observation, data, hypothesis, controlled experiment, independent variable, dependent variable, theory, biology, cell, homeostasis, metabolism, stimulus, metric system, compound light microscope	Agenda: I can safely use laboratory equipment and techniques when conducting scientific investigations. I can identify the parts and appropriately use a compound light microscope. Procedure: 1. Bell Ringer 2. Lecture: Microscope Use 3. Lab: Microscope Use 4. Clean Up/Reflection	Bell Ringer: ACT Practice Question	Reflection: What did I learn today?
Wednesday: Lesson Topic: Introduction to Biology Critical Vocab: Observation, data, hypothesis, controlled experiment, independent variable, dependent variable, theory, biology, cell, homeostasis, metabolism, stimulus, metric system, compound light microscope	Agenda: I can describe the biological criteria that need to be met in order for an organism to be considered alive. I can define and provide examples of each level or organization. Procedure: 1. Bell Ringer: Levels of Organization Pre-test 2. Lecture: Characteristics of Living Things 3. Review for Quiz	Bell Ringer: ACT Practice Question	Reflection: What did I learn today?

Please post completed form for each course you teach weekly. (Updated 12/06/10)

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<p><u>Thursday:</u></p> <p>Lesson Topic: Introduction to Biology; Biosphere</p> <p>Critical Vocab: ecology, biosphere, species, population, community, ecosystem, biome, producer, consumer, autotroph, heterotroph, decomposer, habitat, niche, food chain, food web, trophic level, ecological pyramids, biogeochemical cycles, evaporation, transpiration, nitrogen fixation, denitrification, water cycle, nitrogen cycle, carbon cycle</p>	<p>Agenda:</p> <p>I can recall and apply my knowledge of the Introduction to Biology unit to successfully complete my quiz. I can use a resource (book or computer) to look up and define the vocabulary for this unit.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Review for Quiz 2. Take Quiz 3. Begin vocabulary for next unit 	<p>Bell Ringer:</p> <p>None—quiz today</p>	<p>Reflection:</p> <p>What did I learn today?</p>
<p><u>Friday:</u></p> <p>Lesson Topic: Biosphere</p> <p>Critical Vocab: ecology, biosphere, species, population, community, ecosystem, biome, producer, consumer, autotroph, heterotroph, decomposer, habitat, niche, food chain, food web, trophic level, ecological pyramids, biogeochemical cycles, evaporation, transpiration, nitrogen fixation, denitrification, water cycle, nitrogen cycle, carbon cycle</p>	<p>Agenda:</p> <p>I can use a resource (book or computer) to look up and define the vocabulary for this unit. <u>(time permitting)</u> I can define and provide examples of biosphere, biome, ecosystem, population, species, habitat, and niche. I can discuss biotic and abiotic factors that affect land and aquatic biomes.</p> <p>Procedure:</p>	<p>Bell Ringer:</p> <p>What is ecology? .</p>	<p>Reflection:</p> <p>What did I learn today?</p>