# Unit Plan Template: Day _____

**Grade: 7th Grade**

**Subject: Life Science**

**Materials: Guided Notes, coloring supplies**

**Technology Needed: Power Point, computer**

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell.

**Objective(s):** Students will be able to identify and compare who the people were that first observed cells and the scientist that first played a role in building the cell theory. Students will be able to understand the cell theory and then create a poster explain the cell theory. Students will also be able to distinguish the difference between unicellular and multicellular organisms.

**Bloom's Taxonomy Cognitive Level:** Apply, Analyze, Remember

**Differentiation**

**Below Proficiency:** Guided Notes that have already been filled in or mostly filled in will be given if need be. Can use these notes for making the poster.

**Above Proficiency:** Student will be given the option to not use their notes when they are creating their poster over cell theory, also given the option to present in front of the class.

**Approaching/Emerging Proficiency:** Students will be given guided notes for the lecture and will be allowed to use them when building the poster

**Modalities/Learning Preferences:** Visual/Spatial, Linguistic, Social

**Classroom Management- (grouping(s), movement/transitions, etc.):** Students will be choose who they will be working with when creating the poster, They will be in their assigned seats for the power point presentation.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students will be expects to stay on task during the poster making, Students will also be filling out their guided notes as well.

| Minutes | Procedures |
|---|---|
| 3 min | **Set-up/Prep:** Have all the poster paper cut and ready to go, have coloring supplies out for students who do not have their own, have guided notes ready for students |
| 5 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** Have students answer the bell ringer question before the start of class on spate sheet of paper, once bell has rung go through the objectives and plan for the day. After that give students time to solidify their answer and have some students share their answers. Have students pass up their bell ringer to the first person in the desk rows. |
| 20 min | **Explain: (concepts, procedures, vocabulary, etc.):** This is when I will pass out the guided notes for the students and then present my power point over the information we will be going that day. After important information is given I will have students turn to a partner and reflect on what they have learned, I will give them a minutes to do so and they I will have some students share what they went over with their partner. |
| 15 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** This is when I will explain the poster project that they will be doing and what it an entails, I will allow them to partner up and work on their project with their partner. This poser should have the three points of cell theory on it and should be colorful and creative. Should use computers too look things up for poster. |
| 10 min | **Review (wrap up and transition to next activity):** This is when groups will meet with another group and present these posters to the other group. I will then collect each poster from the group for a grade. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.:** My formative assessment will be the check-ins throughout the lecture and making sure each student has filled in their guided notes.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** Summative assessment will be the poster the groups made and that they are covering the three idea of Cell Theory and that it is colorful and creative. They will be grades on both.

**If applicable- overall unit, chapter, concept, etc.:** This information will also be on the test at the end of the unit.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade: 7th Grade**

**Subject: Life Science**

**Materials: Guided notes**

**Technology Needed: Power Point**

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.2. Identify levels of organization in living systems (e.g., cells, tissues, organs, organ systems, organisms, ecosystems). Students will be able to Students identify all of the significant details of the levels of organization in living systems.

7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell.

**Objective(s):** Students will be able to distinguish, compare and contrast between an animal and plant cell. Students will be able identify the different organelles in each cell and explain the basic function of each organelle.

**Bloom's Taxonomy Cognitive Level:** Analyze, Understand

**Differentiation**

**Below Proficiency:** Will have the option to use a pre filled out guided notes sheet and will be required to highlight information that they think is most important.

**Above Proficiency:** Students will be given the chance to fill in the guided notes with their own notes from extra context that is not in the power point.

**Approaching/Emerging Proficiency:** Students will just be able to fill out the guided notes and will be given the pre filled out one if they fall behind but they must write it in their own notes.

**Modalities/Learning Preferences:** Auditory, Visual

**Classroom Management- (grouping(s), movement/transitions, etc.):** Students will be seated in the normal seats for the lecture, then they will pair up in their groups of 3-4 for their organelle project for the explanation of the project.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students will be expected to finish their guided notes or highlight what they think is important, Then to find a group to make the project in a quick and quite fashion.

| Minutes | Procedures |
|---|---|
| 2 min | **Set-up/Prep:** Have power point with bell ringer questions up and ready to go, have both copies of the guided notes out and ready to pass out to the students, |
| 2 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** I will start with a bell ringer over the last lectures content and have them answer it as they are coming in and sitting down. Once the bell has rang I will go over the question and have students pass up their answers to check their understanding. |
| 30 min | **Explain: (concepts, procedures, vocabulary, etc.):** This is when I will go over the power point and ask questions and have students clarify and check their understanding on the notes with each other. Then I will have some of pairs of students share in class what they went over. I will also make sure students are filling out and highlighting their guided notes. |
| 9 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** Have students pair up in groups of 3 or 4, they can choose who they want to work with and I will go over what the project is and what they need to do. |
| 9 min | **Review (wrap up and transition to next activity):** This is when students will start to plan out what their project will look like and what supplies they will be needing to work with. I will provide the main supplies but they will have bring in what they would like to use for creative things like paints or markers, or etc. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** My formative assessment will be the check-ins as we go along with the power-point and make sure they have their guided notes filled out.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** Their summative assessment will be the plan for the cell project.

**If applicable- overall unit, chapter, concept, etc.:** This will be the information that is on the final test at the end of the unit.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade: 7th Grade**

**Subject: Life Science**

**Materials: Project Materials, Art Supplies**

**Technology Needed: Computer for reference**

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.2. Identify levels of organization in living systems (e.g., cells, tissues, organs, organ systems, organisms, ecosystems). Students will be able to Students identify all of the significant details of the levels of organization in living systems.

7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell.

**Objective(s):** Students will be able identify the different organelles in each cell and explain the basic function of each organelle. Students will be able to create their own accurate model of either a plant or animal cell

**Bloom's Taxonomy Cognitive Level:** Create, Understand

**Differentiation**

**Below Proficiency:** Students can use their book or the computers in class to look up cell information and different models of a cell project to get ideas.

**Above Proficiency:** Students can create their own cell out of their own creation without a model or help. They can also identify the organelles from memory or limited use of their notes.

**Approaching/Emerging Proficiency:** Student will be able to use their notes and if they struggling they can use their book or computer to look up examples of a cell model

**Modalities/Learning Preferences:** Kinesthetic, Interpersonal

**Classroom Management- (grouping(s), movement/transitions, etc.):** Students will be in their project groups in a larger enough area where they can work on their projects without getting in the way of others.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students will be expected to work in their groups effectively and use their coloring supplies appropriately.

| Minutes | Procedures |
|---|---|
| 10 min | **Set-up/Prep:** Make sure all art supplies are out and available to students and make sure the room is set up so they can work in their own spaces. |
| 5 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** Have students answer the bell ringers over the information from the last lecture. |
| 5 min | **Explain: (concepts, procedures, vocabulary, etc.):** Make sure they are sitting in their groups and have their plan ready to go with all of their supplies ready to go. I will have extra supplies for students who do not bring their own. |
| 35 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** This will be the students work time for the project in class. They will try to finish the project in class but if not they will finish at home. They will present their projects to each other at the beginning of the next class period. |
| 5 min | **Review (wrap up and transition to next activity):** I will then go around the room and check to see how much the students have got done and what they still need to do and judge to see if they'll need time in class or if their at home time will suffice. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** I will be going around the room making sure all the groups are making progressive steps in their projects and making sure they are working.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** There will be a summative assessment of the project once they have turned it in and presented the next day.

**If applicable- overall unit, chapter, concept, etc.:** The information from the project will be on the unit test.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade:** 7th Grade

**Subject:** Life Science

**Materials:** Their posters,

**Technology Needed:** Laptops

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.2. Identify levels of organization in living systems (e.g., cells, tissues, organs, organ systems, organisms, ecosystems). Students will be able to Students identify all of the significant details of the levels of organization in living systems.

**Objective(s):** Students will understand and be able to identify the different organelles and explain the functions of the organelles. Students will also be able to understand chemical compounds and what chemical compounds are in the cell.

**Bloom's Taxonomy Cognitive Level:** Understand

**Differentiation**

**Below Proficiency:** When presenting their projects they will be allowed to bring up note cards or a sheet of paper with notes on it for the presentation.

**Above Proficiency:** They will be given the option to go up and present out of memory without any kind of note cards

**Approaching/Emerging Proficiency:** They can both use their memory or notes cards but use the notes in a limited fashion.

**Modalities/Learning Preferences:** Visual, Auditory

**Classroom Management- (grouping(s), movement/transitions, etc.):** The classroom will be pre-set up so that everyone can present. I will have the class split in half and they will each be presenting their projects to the half. Then when presentations are over they will get out a laptop and work on the chemical compound worksheet.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students are expected to be respectful and quite while listening to the project, they will also be expected to work on the worksheet once

| Minutes | Procedures |
|---|---|
| 5 min | **Set-up/Prep:** I will set up the room for presentations and I will have where each group is sitting using a color coding system so that every group know where to go. |
| 5 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** I will have students get into their project groups at their assigned area and have them set up their project so they are ready to present and to add any finishing details for the project they will need. |
| 5 min | **Explain: (concepts, procedures, vocabulary, etc.):** I will go over again how they presentations will be done and I will let them start presenting to their groups. |
| 35 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** This is the time where they will be presenting their projects to their halves of the class and I will be going around and making sure the projects are complete and they students are paying attention and not being disruptive. |
| 5 min | **Review (wrap up and transition to next activity):** I will pass out the chemical compound worksheet and have them use their laptops to work on it and if they do not finish it they will have to do it as homework and turn it in the next class period. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** The formative assessment will be going around and checking in on the presentation, also the compounds worksheet will be a completion point to see how the correlate what we learned in the last unit with this cell unit.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** The summative assessment will be the poster project and it will be graded for correctness.

**If applicable- overall unit, chapter, concept, etc.:** This information will be on the test for the next unit exam.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade:** 7th Grade

**Subject:** Life Science

**Materials:** Lab clothes,

**Technology Needed:** None

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell.

**Objective(s):** Students will be able to explain osmosis and diffusion, They will also be able to compare active and passive transport.

**Bloom's Taxonomy Cognitive Level:** Analyze, Understand

**Differentiation**

**Below Proficiency:** Students will be allowed to have more time outside of class if the lab in not complete in the class period

**Above Proficiency:** There will be extra question that students have options of doing during the lab report they will count as extra credit. The can also finish their lab report in class if they have the time

**Approaching/Emerging Proficiency:** Student will have the option to either answer all the questions that are required or to do the extra credit if they choose to do so.

**Modalities/Learning Preferences:** Visual, Kinesthetic

**Classroom Management- (grouping(s), movement/transitions, etc.):** We will be in the lab so students will be following lab safety rules, They will be with their lab partner for this as well, There will be a transition from the classroom to the lab room

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students will be required to follow all lab safety rules and protocols, they will be required to wear their lab clothes and to behave appropriately during the lab time.

| Minutes | Procedures |
|---|---|
| 10 min | **Set-up/Prep:** I will have all the lab material out in the lab ready at each station and I have a plan for transitioning students from the classroom to the lab |
| 5 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** I will have students come in and drop of their worksheet homework from the last class period and then transition them into the lab from my classroom. |
| 15 min | **Explain: (concepts, procedures, vocabulary, etc.):** I will go over a small presentation over what osmosis and diffusion as an introduction to the lab. I will them explain the lab that they will be doing and giving a short demonstration of how to do the lab. |
| 28-30 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** This is where the students will do the lab and answer the questions on the lab hand out as they go through the lab . If they are done early there are post lab questions they can work on also some extra credit question on the lab that they can work on if there is time at the end. |
| 2 min | **Review (wrap up and transition to next activity):** This is where students will be cleaning up their stations or working on the questions for the lab hand out, they will turn in the lab the following class period. They will also be showing me their questions they worked on during the lab before the can leave along with a clean station. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** The formative assessment will be the questions they fill out during the lab.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** The end of the lesson summative assessment is the post lab questions on the hand out they will be turning in the next class period.

**If applicable- overall unit, chapter, concept, etc.:** These concepts will be on the unit exam

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade:** 7th Grade

**Subject:** Life Science

**Materials:** Laptop

**Technology Needed:** Laptop or Computer

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell.

**Objective(s):** Students will be able to explain photosynthesis and will be able to demonstrate understanding of how it works in plants.

**Bloom's Taxonomy Cognitive Level:** Apply, Understand

**Differentiation**

**Below Proficiency:** Students will be given the option to work with partner on the computer activity.

**Above Proficiency:** Students will be given the option to work alone on the computer activity.

**Approaching/Emerging Proficiency:** These students can choose between working alone or being with a partner for the activity.

**Modalities/Learning Preferences:** Visual, Intrapersonal, Interpersonal

**Classroom Management- (grouping(s), movement/transitions, etc.):** Students will be using their laptops, The laptops will be in the room prior to class starting.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students will be given a laptop and they expected to stay on the website that is provided for them. They will stay on appropriate websites only.

| Minutes | Procedures |
|---|---|
| 5 min | **Set-up/Prep:** The laptops will be in the classroom prior to students coming in. |
| 15min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** I will have a bell ringer written on the board asking students to explain what happened in the lab and how it goes a long with osmosis. I will then go over the lab with the students to make sure there were no questions over the questions they were assigned to do. |
| 10 min | **Explain: (concepts, procedures, vocabulary, etc.):** I will be explain what we will be doing for the day, I will explain that they will be playing a game on the laptops called Ruby Realm on Brainpops, I will have the link written on the board, They will then pair up or choose to do it on their own and they will start on the game. |
| 20 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** This is the time where I will give them to play the game. They will follow along with what the game is telling them to do and pay attention to the story. After 10 minutes I will have them come back to answer questions about the game that they should have it and it will show me who is keeping up or falling behind. |
| 5 min | **Review (wrap up and transition to next activity):** For an exit slip I will have them write down on thing that they learned from the game and how it relates to plants in real life. I will then have students drop of their laptops as they exit the class. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** The formative assessment will be the exit slip it will be graded on completion and it will show me who actually played the game, I will also be check-in on them as they play and asking question half way through their game playing.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** There will be no summative assessment

**If applicable- overall unit, chapter, concept, etc.:** The information will be on the unit exam.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade:** 7th Grade

**Subject:** Life Science

**Materials:**

**Technology Needed:** Computers

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

**Standard(s):** 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell.

**Objective(s):** Students will be able to compare cellular respiration and photosynthesis, Students will be able to explain cellular respiration,

**Bloom's Taxonomy Cognitive Level:** Analyze, Understand

**Differentiation**

**Below Proficiency:** The students can be given a choice of if they want a partner or work alone. They can also choose if they would like to do the worksheet on the computer or hand written. They can also choose between using the website or using my printed out version of it

**Above Proficiency:** The students can be given a choice of if they want a partner or work alone. They can also choose if they would like to do the worksheet on the computer or hand written.

**Approaching/Emerging Proficiency:** The students can be given a choice of if they want a partner or work alone. They can also choose if they would like to do the worksheet on the computer or hand written

**Modalities/Learning Preferences:** Logical, visual, linguistic

**Classroom Management- (grouping(s), movement/transitions, etc.):** They will be either paring up or work on their own. They will be using the laptops as well. We will be in the lab again so they will be wearing lab clothes

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** They will be using their computers appropriately, They are expected to wear the proper clothes in the lab. They are expected to follow along with me as I do the demonstration.

| Minutes | Procedures |
|---|---|
| 5 min | **Set-up/Prep:** I will have the lab set up and ready to go with all the supplies laid out and ready to go as well as laptops are provided. |
| 5 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** Student will come into the room and pull out a piece of paper. And will respond to the bell ringer that is written up on the board *"What is cellular respiration? If you are not sure, make an educated guess and provide evidence for your answer."* I will have students volunteer to share their answers. |
| 15 min | **Explain: (concepts, procedures, vocabulary, etc.):** I will then have a worksheet with notes that they will fill out using the information found on this website: https://www.bbc.com/bitesize/guides/zq349j6/revision/1 using their laptops that are passed out or they can use their textbooks. I will give them the hand out and they can work with a partner or alone. I will then go over the notes with the students. |
| 15 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** There will be a fermentation demonstration activity the students will be doing. There will be a beakers yeast at each group's area. We will go through the demonstration activity together. They will see that nothing is happening with the yeast so I will pass out sugar and they will add that to their yeast. When nothing happens so I give them hot water to add to the mixture. They are filling out the worksheet as this is going on as well. I will also be asking questions after adding each ingredient |
| 5 min | **Review (wrap up and transition to next activity):** I will show students what yeast looks like when it was more time to ferment and then I would want them to answer the bell ringer again without using their notes and turn it in as they are walking out. I will then remind them of their test the next class period. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** The formative assessments will be the exit slip at the end over the bell ringer.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson:** The summative assessment will be the two work sheets that were handed out, more focused on the fermentation demonstration work sheet.

**If applicable- overall unit, chapter, concept, etc.:** This information will be one the unit test.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

# Unit Plan Template: Day _____

**Grade:** 7th Grade

**Subject:** Life Science

**Materials:** Pencils

**Technology Needed:** None

**Instructional Strategies:**

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list): Test Day
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

**Guided Practices and Concrete Application:**

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain: Test Day

**Standard(s):** 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be able to explain all of the significant details of the functions of a cell. 7.4.2. Identify levels of organization in living systems (e.g., cells, tissues, organs, organ systems, organisms, ecosystems). Students will be able to Students identify all of the significant details of the levels of organization in living systems.

**Objective(s):** Students will be able to recall from their memory information on everything that was taught in this lesson for their test.

**Bloom's Taxonomy Cognitive Level:** All of them.

**Differentiation**

**Below Proficiency:** Students will be given a modified test that will have some question taken off and less choices on answers and will be allowed to take more time if necessary.

**Above Proficiency:** Will be given the normal test.

**Approaching/Emerging Proficiency:** They will be given the normal test but will be allowed to take extra time outside of class if they need it.

**Modalities/Learning Preferences: N/A**

**Classroom Management- (grouping(s), movement/transitions, etc.):** Student sill be in their normal desk with a pencil ready to take the unit exam.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):** Students will be given the test and they expected to look at on their test and to turn in the test and work on other homework when they are done.

| Minutes | Procedures |
|---|---|
| 3 min | **Set-up/Prep:** Have the test ready to pass out to students. |
| 2 min | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.):** I wil then pass out the test for the student having them keep it face down till I tell them too. |
| 2 min | **Explain: (concepts, procedures, vocabulary, etc.):** I will then give them special introduction on certain questions if their needs to be any and also to answer any last minutes questions. |
| 40 min | **Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions):** This is when student will be taking the test. |
| 6 min | **Review (wrap up and transition to next activity):** Will be for students to finish other homework or to have a free reading time, they may also read of the science magazines that will be in the room. |

**Formative Assessment: (linked to objectives)**

**Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.:** I will be walking around the room making sure students are following proper test taking procedures and answering any questions.

**Consideration for Back-up Plan:**

**Summative Assessment (linked back to objectives)**

**End of lesson: None**

**If applicable- overall unit, chapter, concept, etc.:** This is the Summative assessment for the unit.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**