Unit Plan Template: Day _____

Materials: Guided Notes, coloring supplies Technology Needed: Power Point, computer Independent attrategies: Guided Practices and Concrete Application: Guided practice cooperative learning Sorrait: Seminar Visuals/Graphic organizers PBL Discussion/Debate Technology integration Modeling Other (IIst) Simulations/Scenarios Standard(s): 7.4.1. Explain the functions of the cell (e.g., growth, metabolism, reproduction, photosynthesis, response). Students will be applied in will be given if need be. Can use these notes for making the poster. Objective(s): Students will be able to identify and compare who the poole were that first observed cells and the scientist that first played are cleaning therip poster over cell theory, students will be allowed to use them when Students will able to understand the cell theory. Students will be allowed to use them when Students will able to understand the cell theory, students will be thoury students will able to understand. Students will be chose who they will be working with when creating annow stopping of students will be allowed to use them when Students will be chose who they will be working with when creating answer. The bell inger question before the start of class on Management. (grouping(s), movement/transition, etc.): Students will be chose who they will be working with when creating answer the bell inger question before the start of class on spate sheet of paper, once bell has rung go through the objectives and paner the working with wet ready to class an syster. He well inger q	Grade: 7 th Grade			Subject: Life Science		
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Consideration for Back-up Plan: will also be on the test at the end of the unit.	Considera	ation for Back-up Plan:		will also be on the test at the end	of the unit.	
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):	Reflection	(What went well? What	did the students learn? How do you	ı know? What changes would you n	nake?):	

Grade: 7 th Grade			Subject: Life Science	
Materials:	Guided notes		Technology Needed: Power Point	
Instructional Strategies:			Guided Practices and Concrete Application:	
Direc	t instruction	Peer teaching/collaboration/	Large group activity	Hands-on
Guide	d practice	cooperative learning	Independent activity	Technology integration
Socra	tic Seminar	Visuals/Graphic organizers	Pairing/collaboration	Imitation/Repeat/Mimic
Learn	ing Centers	PBL	Simulations/Scenarios	
Lectu	re	Discussion/Debate	Other (list)	
Techr	ology integration	Modeling	Explain:	
Other	· (list)			
Standard(s): 7.4.2. Identify levels o	f organization in living systems	Differentiation	
(e.g., cells,	tissues, organs, organ sy	ystems, organisms, ecosystems).	Below Proficiency: Will hav	e the option to use a pre filled out
Students v	/ill be able to Students id	lentify all of the significant details	guided notes sheet and will	be required to highlight information
of the leve	Is of organization in living	g systems.	that they think is most impo	ortant.
7.4.1. Expl	ain the functions of the c	cell (e.g., growth, metabolism,	Above Proficiency: Student	s will be given the chance to fill in the
reproducti	on, photosynthesis, resp	oonse). Students will be able to	guided notes with their owr	n notes from extra context that is not
explain all	of the significant details	of the functions of a cell.	in the power point.	C
			Approaching/Emerging Pro	durill be given the gree filled out one if
Objective(s): Students will be able	to distinguish, compare and	they fall behind but they me	ust write it in their own notes
contrast b	etween an animal and pla	ant cell. Students will be able	Modalities / earning Prefer	ences: Auditory Visual
identify th	e different organelles in o	each cell and explain the basic	wodanties/ Learning Freier	ences. Additory, visual
function of	reach organelle.	h Anglung, Understand		
Bloom s Ta	Management (groupin	(c) movement (transitions ate):	Rehavior Expectations (system)	a stratagios, procedures specific to
Students w	vill be seated in the norm	g(s), movement, transitions, etc.):	the lesson rules and expectation	s, strategies, procedures specific to
will pair ur	in their groups of 3-4 fo	or their organelle project for the	finish their guided notes or high	ight what they think is important
explanatio	n of the project	of their organetic project for the	Then to find a group to make the	project in a quick and quite fashion
capitanatio				
Minutes		Procedures		
2 min	Set-up/Prep: Have pov	wer point with bell ringer questions u	ip and ready to go, have both copie	es of the guided notes out and ready
2	to pass out to the stud	lents,		and a second
2 min	Engage: (opening activ	vity/ anticipatory Set – access prior l	earning / stimulate interest /gene	erate questions, etc.): I will start with a
	will go over the question	on and have students hass up their all	swer it as they are coming in and s	and a series of the bell has range
30 min	Explain: (concents pro	oredures vocabulary etc). This is w	hen I will go over the power point	and ask questions and have students
50 1111	clarify and check their	understanding on the notes with eac	h other. Then I will have some of r	pairs of students share in class what
	they went over. I will a	also make sure students are filling out	t and highlighting their guided note	25.
9 min	Explore: (independent	t, concreate practice/application wit	h relevant learning task -connecti	ons from content to real-life
	experiences, reflective	e questions- probing or clarifying qu	estions): Have students pair up in g	groups of 3 or 4, they can choose who
	they want to work with	h and I will go over what the project i	s and what they need to do.	
9 min	Review (wrap up and	transition to next activity): This is wh	nen students will start to plan out v	what their project will look like and
	what supplies they will	I be needing to work with. I will provi	de the main supplies but they will	have bring in what they would like to
	use for creative things	like paints or markers, or etc.	1	
Formative Assessment: (linked to objectives)			Summative Assessment (linked back to objectives)	
Progress monitoring throughout lesson- clarifying questions,			End of lesson: Their summativ	e assessment will be the plan for the
check- in strategies, etc.: My formative assessment will be the check-			cell project.	
ins as we g	o along with the power-	point and make sure they have		
their guide	ed notes filled out.		If applicable overall with the	ntor concept at This will be the
		IT applicable- overall unit, chapter, concept, etc.: This will be the		
Consider	ation for Back-un Plan		information that is on the final test at the end of the unit.	
consider	ation for back-up Piall:			
Reflection (What went well? What did the students learn? How do you know? What char				make?):
	,			······································

Grade: 7 th Grade			Subject: Life Science	
Materials: Project Materials, Art Supplies			Technology Needed: Computer for reference	
Instructional Strategies:			Guided Practices and Concrete Application:	
Direct instruction Peer teaching/collaboration/				
Guide		cooperative learning	Large group activity	Hands-on
Socrat	tic Seminar	Visuals/Granhic organizers	Independent activity	Technology integration
Loarn	ing Contors	DBI	Pairing/collaboration	Imitation/Repeat/Mimic
Learn	ing centers	Discussion/Debate	Simulations/Scenarios	
Lectur		Modeling	Other (list)	
Techn	lology integration	wodeling	Explain:	
Other	(list)			
Standard(s	s): 7.4.2. Identify levels of a	organization in living systems	Differentiation	
(e.g., cells,	tissues, organs, organ syst	tems, organisms, ecosystems).	Below Proficiency: Students can use their book or the computers	
Students w	vill be able to Students ide	ntify all of the significant details	in class to look up cell informa	ation and different models of a cell
of the leve	Is of organization in living	systems.	project to get ideas.	
7.4.1. Expla	ain the functions of the cel	ll (e.g., growth, metabolism,	Above Proficiency: Students of	can create their own cell out of their
reproducti	on, photosynthesis, respor	nse). Students will be able to	own creation without a mode	el or help. They can also identify the
explain all	of the significant details of	f the functions of a cell.	organelles from memory or li	mited use of their notes.
Objective(s): Students will be able ic	lentify the different organelles in	Approaching/Emerging Profi	ciency: Student will be able to use
each cell a	nd explain the basic function	on of each organelle. Students	their notes and if they struggl	ling they can use their book or
will be able	e to create their own accur	rate model of either a plant or	computer to look up example	es of a cell model
animal cell			Modalities/Learning Preferer	nces: Kinesthetic, Interpersonal
Bloom's Ta	axonomy Cognitive Level:	Create, Understand		
Classroom	Management- (grouping(s), movement/transitions, etc.):	Behavior Expectations- (systems,	strategies, procedures specific to
Students w	vill be in their project grou	ps in a larger enough area where	the lesson, rules and expectations	s, etc.): Students will be expected to
they can w	ork on their projects with	out getting in the way of others.	work in their groups effectively an	d use their coloring supplies
-			appropriately.	
Minutes		Procedures		
10 min	Set-up/Prep: Make sure	all art supplies are out and availab	le to students and make sure the roo	om is set up so they can work in their
	own spaces.			
5 min	Engage: (opening activit	ty/ anticipatory Set – access prior l	earning / stimulate interest /genera	ate questions, etc.): Have students
	answer the bell ringers of	over the information from the last le	ecture.	
5 min	Explain: (concepts, proc	edures, vocabulary, etc.): Make su	re they are sitting in their groups and	d have their plan ready to go with all
	of their supplies ready to	o go. I will have extra supplies for st	udents who do not bring their own.	
35 min	Explore: (independent,	concreate practice/application wit	h relevant learning task -connectior	ns from content to real-life
	experiences, reflective of	questions- probing or clarifying que	estions): This will be the students wo	ork time for the project in class. They
	will try to finish the proj	ect in class but if not they will finish	at home. They will present their pro	ojects to each other at the beginning
	of the next class period.			
5 min	Review (wrap up and tra	ansition to next activity): I will ther	n go around the room and check to s	see how much the students have got
	done and what they still	need to do and judge to see if they	<u>'ll need time in class o</u> r if their at ho	me time will suffice.
Formative	Assessment: (linked to ob	ojectives)	Summative Assessment (linked ba	ack to objectives)
Progress	monitoring throughout le	esson- clarifying questions,	End of lesson: There will be a summative assessment of the project	
check- in s	trategies, etc.: I will be goi	ing around the room making sure	once they have turned it in and pre	esented the next day.
all the grou	ups are making progressive	e steps in their projects and		
making sure they are working.				
			If applicable- overall unit, chapter, concept, etc.: The information	
			from the project will be on the uni	t test.
Consideration for Back-up Plan:				
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):				

Grade: 7 th Grade			Subject: Life Science		
Materials:	Their nosters		Technology Needed: Lantons		
Instructional Strategies:			Guided Practices and Concrete Application:		
Direct instruction Peer teaching/collaboration/			Guidea Fractices and concrete Ap		
Guida	d practico	cooperative learning	Large group activity	Hands-on	
Guide	u practice	Visuals (Craphia arganizars	Independent activity	Technology integration	
Socra	tic Seminar	visuals/Graphic organizers	Pairing/collaboration	Imitation/Repeat/Mimic	
Learn	ing Centers	PBL Discussion (Dahata	Simulations/Scenarios		
Lectu	re	Discussion/Debate	Other (list)		
Techn	ology integration	Modeling	Explain:		
Other	(list)				
Standard(s): 7.4.2. Identify levels of	f organization in living systems	Differentiation		
(e.g., cells,	tissues, organs, organ sy	stems, organisms, ecosystems).	Below Proficiency: When pres	senting their projects they will be	
Students w	vill be able to Students ide	entify all of the significant details	allowed to bring up note cards or a sheet of paper with notes on		
of the leve	ls of organization in living	z systems.	it for the presentation.		
Objective	s). Students will understa	and and he able to identify the	Above Proficiency: They will b	be given the option to go up and	
different o	rganelles and evolain the	and and be able to identify the	present out of memory witho	ut any kind of note cards	
Students w	vill also be able to unders	tand chemical compounds and	Approaching/Emerging Profic	ciency: They can both use their	
what cherr	nical compounds are in th		memory or notes cards but us	se the notes in a limited fashion.	
Bloom's Ta	wonomy Cognitive Level	• Inderstand			
	ixonomy cognitive rever	· onderstand	Modalities/Learning Preferer	ices: Visual, Auditory	
Classroom	Management- (grouping	g(s), movement/transitions, etc.):	Behavior Expectations- (systems,	strategies, procedures specific to	
The classro	om will be pre-set up so	that everyone can present. I will	the lesson, rules and expectations	, etc.): Students are expected to be	
have the c	ass split in half and they	will each be presenting their	respectful and guite while listening	to the project, they will also be	
projects to	the half. Then when pres	sentations are over they will get	expected to work on the workshee	t once	
out a lapto	p and work on the chemi	ical compound worksheet.			
		····			
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 whe	re to go.	5 1 5	5 5,	
	, 0 1	0			
5 min Engage: (opening activity/ anticipatory Set – access prior learning / st			earning / stimulate interest /genera	te questions, etc.): I will have	
-	students get into their	project groups at their assigned area	a and have them set up their project	so they are ready to present and to	
	add any finishing detail	ls for the project they will need.		, , , ,	
5 min	Explain: (concepts, pro	cedures. vocabulary. etc.): will go	over again how they presentations will be done and I will let them start		
	presenting to their grou	ups.			
		abo.			
35 min	Explore: (independent	. concreate practice/application wit	h relevant learning task -connection	is from content to real-life	
	experiences, reflective	auestions- probing or clarifying au	estions): This is the time where they	will be presenting their projects to	
	their halves of the class	s and I will be going around and mak	ing sure the projects are complete a	nd they students are paying	
	attention and not being	g disruptive			
		B distuptive:			
5 min	Review (wrap up and t	transition to next activity): I will pass	s out the chemical compound worksh	neet and have them use their	
	lantons to work on it a	nd if they do not finish it they will ha	ve to do it as homework and turn it i	n the next class period	
		na in they do not inisin it they will ha		in the next class period.	
Formative	Assessment: (linked to o	biectives)	Summative Assessment (linked ba	ck to objectives)	
Progress monitoring throughout lesson, clarifying questions			End of lesson: The summative assessment will be the noster project		
check- in strategies etc. The formative assessment will be going			and it will be graded for correctness		
around an	around and checking in on the presentation also the compounds		and it will be graded for correctiles		
worksheet will be a completion point to see how the correlate what					
wo learned in the last unit with this cell unit		If applicable, overall unit, chan	ter concept etc : This information		
we learned		cen unit.	will be on the test for the next unit		
Consideration for Back un Plan			, cauni.		
consider	Consideration for Back-up Plan:				
Poflection	(M/bat wont wall? W/bat	did the students learn? How do ver	know2 What changes would you m	vako2):	
Reflection	(what went went with what	and the students learner now do you	a know: what changes would you m	iane : J.	

Grade: 7 th Grade			Subject: Life Science		
Materials:	Lab clothes,		Technology Needed: None		
Instructional Strategies:			Guided Practices and Concrete Application:		
Direct instruction Peer teaching/collaboration/		Peer teaching/collaboration/			
Guide	d practice	cooperative learning	Independent activity Tachnology integration		
Socrat	tic Seminar	Visuals/Graphic organizers	Receiving (collaboration		
Learni	ing Centers	PBL	Cinculation (Concerning)		
Lectur	re	Discussion/Debate	Simulations/Scenarios		
Techn	ology integration	Modeling	Other (list)		
Other	(list)	0	Explain:		
	(
Stondord/o	1.7.4.1 Evalain the fund	tions of the coll (o.g. growth	Differentiation		
Standard(s	j: 7.4.1. Explain the func	(nthesis response) Students will	Differentiation		
he shle to	evolution all of the signific	ant details of the functions of a cell	outside of class if the lab in not complete in the class period		
	explain all of the signific		Above Proficiency: There will be extra question that students		
			have options of doing during the lab report they will count as		
Objective	s). Students will be able	to explain osmosis and diffusion	extra credit. The can also finish their lab report in class if they		
They will a	lso he able to compare a	active and passive transport	have the time		
			Approaching/Emerging Proficiency: Student will have the option		
			to either answer all the questions that are required or to do the		
Bloom's Ta	xonomy Cognitive Leve	I: Analyze. Understand	extra credit if they choose to do so.		
	, .	, .	Modalities/Learning Preferences: Visual, Kinesthetic		
Classroom	Management- (groupin	g(s), movement/transitions, etc.):	Behavior Expectations- (systems, strategies, procedures specific to		
We will be	in the lab so students w	ill be following lab safety rules,	the lesson, rules and expectations, etc.): Students will be required to		
They will b	e with their lab partner f	for this as well, There will be a	follow all lab safety rules and protocols, they will be required to wear		
transition f	rom the classroom to th	e lab room	their lab clothes and to behave appropriately during the lab time.		
Minutes		Procedures			
10 min	10 min Set-up/Prep: I will have all the lab material out in the lab re		ady at each station and I have a plan for transitioning students from the		
	classroom to the lab				
F main	Fundado (autorium anti-		anning / stimulate interest / seconds succetions at a bubble land		
5 min	Engage: (opening activ	vity/ anticipatory Set – access prior is	earning / stimulate interest /generate questions, etc.): I will have		
	students come in and o	arop of their worksheet nomework in	on the last class period and then transition them into the lab from my		
15 min	Explain: (concents pro	cedures vocabulary etc.): will go	over a small presentation over what osmosis and diffusion as an		
15 1111	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	Explore: (independent	t, concreate practice/application wit	h relevant learning task -connections from content to real-life		
min	experiences, reflective	e questions- probing or clarifying qu	estions): This is where the students will do the lab and answer the		
	questions on the lab h	and out as they go through the lab. I	f they are done early there are post lab questions they can work on also		
	some extra credit ques	stion on the lab that they can work or	n if there is time at the end.		
2 min	Review (wrap up and	transition to next activity): This is wh	nere students will be cleaning up their stations or working on the		
	questions for the lab h	and 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 o	objectives)	Summative Assessment (linked back to objectives)		
Progress monitoring throughout lesson- clarifying questions,		lesson- clarifying questions,	End of lesson: The end of the lesson summative assessment is the		
check- in strategies, etc.: The formative assessment will be the		ative assessment will be the	post lab questions on the hand out they will be turning in the next		
questions they fill out during the lab.		b.	class period.		
			If applicable- overall unit, chapter, concept, etc.: These concepts		
Consideration for Back-up Plan:			will be on the unit exam		
Dofloction	(Mihat wont wall? Mikes	t did the students leave? How do was	know? What shances would you make?)		
Reflection	what went wen? what	t and the students learn? How do you	i knowr what changes would you maker):		

Unit Plan Template: Day _____

Grade: 7 th Grade			Subject: Life Science		
Materials: Laptop			Technology Needed: Laptop or Computer		
Instructional Strategies:			Guided Practices and Concrete Application:		
Direct	t instruction	Peer teaching/collaboration/	Large group activity Hands on		
Guided practice cooperative learning		cooperative learning	Independent activity Tachnology integration		
Socra	tic Seminar	Visuals/Graphic organizers	Deiring (collaboration		
Learn	ing Centers	PBL	Simulations (Sconarios		
Lectu	re	Discussion/Debate	Other (list)		
Techn	nology integration	Modeling	Evolain:		
Other	(list)		Explain.		
Standard(s	s)· 7 4 1 Explain the fund	tions of the cell (e.g. growth	Differentiation		
metabolism	n reproduction photosy	vnthesis response) Students will	Below Proficiency: Students will be given the option to work with		
be able to	explain all of the signific	ant details of the functions of a cell.	partner on the computer activity.		
			Above Proficiency: Students will be given the option to work		
			alone on the computer activity.		
Objective(s): Students will be able	to explain photosynthesis and will	Approaching/Emerging Proficiency: These students can choose		
be able to	demonstrate understand	ding of how it works in plants.	between working alone or being with a partner for the activity.		
		5	Modalities/Learning Preferences: Visual, Intrapersonal,		
Bloom's Ta	axonomy Cognitive Leve	l: Apply, Understand	Interpersonal		
Classroom	Management- (groupin	g(s), movement/transitions, etc.):	Behavior Expectations- (systems, strategies, procedures specific to		
Students w	vill be using their laptops	s, The laptops will be in the room	the lesson, rules and expectations, etc.): Students will be given a		
prior to cla	ass starting.		laptop and they expected to stay on the website that is provided for		
	-		them. They will stay on appropriate websites only.		
D.diversite e		Ducarduman			
Emin	Set un/Drony The lant	Procedures	tudents coming in		
5 11111	Set-up/Prep. me tapto	ops will be in the classioon phot to s			
15min	Engage: (opening activ	vity/anticipatory Set – access prior l	earning / stimulate interest /generate questions etc.): I will have a hell		
131111	ringer written on the h	poard asking students to explain what	t hannened in the lab and how it goes a long with osmosis. I will then go		
	over the lab with the s	students to make sure there were no	questions over the questions they were assigned to do		
10 min	Explain: (concepts. pro	ocedures, 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 Brainp	ops, I will have the link written on the board, They will then pair up or		
	choose to do it on thei	ir own and they will start on the game	e.		
20 min	Explore: (independent	t, concreate practice/application wit	h relevant learning task -connections from content to real-life		
	experiences, reflective	e questions- probing or clarifying que	estions): 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 a	nd pay attention to the story. After 10 minutes I will have them come		
	back to answer question	ons 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 ex	it slip I will have them write down on thing that they learned from the		
	game and how it relate	es to plants in real life. I will then hav	e students drop of their laptops as they exit the class.		
Formative	Assessment: (linked to	objectives)	Summative Assessment (linked back to objectives)		
Progress	monitoring throughout	lesson- clarifying questions,	End of lesson: There will be no summative assessment		
check- in s	strategies, etc.: The form	native assessment will be the exit			
slip it will b	be graded on completion	and it will show me who actually	If any Backle strength with the steep second stars. The information		
played the game, I will also be check-in on them as they play and			If applicable- overall unit, chapter, concept, etc.: The information		
asking question nair way through their game playing.			will be on the unit exam.		
Consideration for Back-up Plan:					
consider					
Reflection	(What went well? What	t did the students learn? How do you	ı know? What changes would you make?):		

Grade: 7 th Grade			Subject: Life Science		
Materials:			Technology Needed: Computers		
Instructional Strategies:			Guided Practices and Concrete Application:		
Direct	t instruction	Peer teaching/collaboration/	Large group activity	Hands-on	
Guide	ed practice	cooperative learning	Independent activity	Technology integration	
Socra	tic Seminar	Visuals/Graphic organizers	Pairing/collaboration	Imitation/Repeat/Mimic	
Learn	ing Centers	PBL	Simulations/Scenarios		
Lectu	re	Discussion/Debate	Other (list)		
Techn	ology integration	Modeling	Explain:		
Other	(list)				
Standard(s	5): 7.4.1. Explain the f	unctions of the cell (e.g., growth,	Differentiation		
metabolisr	n, reproduction, phot	osynthesis, response). Students will	Below Proficiency: The students can be given a choice of if they		
be able to	explain all of the signi	ificant details of the functions of a cell.	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 usir	ng the website or using my printed	
Objective(s): Students will be ab	ble to compare cellular respiration and	out version of it	ants can be given a chaice of if they	
photosynti	nesis, students will be	able to explain cellular respiration,	Above Proficiency: The stude	They can also choose if they would	
			like to do the worksheet on t	he computer or hand written	
Bloom's Ta	avonomy Cognitive Le	vel: Analyze Understand	Approaching/Emerging Profi	ciency: The students can be given a	
	cognitive E		choice of if they want a partn	er or work alone. They can also	
			choose if they would like to d	lo the worksheet on the computer or	
			hand written	•	
			Modalities/Learning Prefere	nces: Logical, visual, linguistic	
Classroom	Management- (grou	ping(s), movement/transitions, etc.):	Behavior Expectations- (systems,	strategies, procedures specific to	
They will b	e either paring up or	work on their own. They will be using	the lesson, rules and expectations, etc.): They will be using their		
the laptop	s as well. We will be ir	n the lab again so they will be wearing	computers appropriately, They are expected to wear the proper		
lab clothes	;		clothes in the lab. They are expec	ted to follow along with me as I do	
			the demonstration.		
Minutos		Dracaduras			
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 1111	Sec-up/Trep. Twint	lave the lab set up and ready to go with	an the supplies law out and ready t		
5 min	Engage: (opening a	ctivity/ anticipatory Set – access prior l	earning / stimulate interest /genera	ate questions, etc.): Student will	
	come into the room	and pull out a piece of paper. And will	respond to the bell ringer that is wri	tten up on the board "What is	
	cellular respiration?	^P If you are not sure, make an educated	guess and provide evidence for your	answer." I will have students	
	volunteer to share t	their answers.			
15 min	Explain: (concepts,	procedures, vocabulary, etc.): I will the	n have a worksheet with notes that	they will fill out using the	
	information found o	on this website: <u>https://www.bbc.com/l</u>	<u>oitesize/guides/zq349j6/revision/1</u> u	ising their laptops that are passed	
	out or they can use	their textbooks. I will give them the har	id out and they can work with a part	ther or alone. I will then go over the	
	notes with the stud	ents.			
15 min	Explore: (independ	ent. concreate practice/application wit	h relevant learning task -connection	ns from content to real-life	
	experiences, reflect	tive questions- probing or clarifying qu	estions): There will be a fermentation	on demonstration activity the	
	students will be doi	ng. There will be a beakers yeast at each	h group's area. We will go through th	he demonstration activity together.	
	They will see that n	othing 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 th	nem hot water to add to the mixture. Th	ey are filling out the worksheet as th	nis is going on as well. I will also be	
	asking questions aff	ter adding each ingredient			
5 min	Review (wrap up a	nd transition to next activity): I will sho	w students what yeast looks like wh	en it was more time to ferment and	
	then I would want t	hem to answer the bell ringer again wit	hout using their notes and turn it in	as they are walking out. I will then	
	remind them of the	ir test the next class period.			
Formative Assessment: (linked to objectives)		Summative Assessment (linked back to objectives)			
riogiess monitoring un ougnout lesson- d'armying questions,		End of lesson: The summative assessment will be the two work			
check- in s	trategies, etc.: The fo	irmative assessments will be the exit	sheets that were handed out, more focused on the fermentation		
sip at the	end over the bell ring	er.	demonstration work sneet.		
Consider	ation for Back-un Pla	n:	If applicable, overall unit, chan	ter concent etc . This information	
consider	action for Dack-up Fid		will be one the unit test		
Reflection (What went well? What did the students learn? How do you know? What changes would you make?):			nako2).		
Reflection	IVVIIAL WEILL WEILL WEILL				

Grade: 7 th Grade			Subject: Life Science		
Materials: Pencils			Technology Needed: None		
Instructional Strategies:			Guided Practices and Concrete Application:		
Instructional Strategies: Direct instruction Peer teaching/collaboration/ Guided practice cooperative learning Socratic Seminar Visuals/Graphic organizers Learning Centers PBL Lecture Discussion/Debate Technology integration Modeling Other (list): Test Day Other (list): 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		Guided Practices and Concrete Application: Large group activity Hands-on Independent activity Technology integration Pairing/collaboration Imitation/Repeat/Mimic Simulations/Scenarios Other (list) Explain: Test Day Explain: Test Day 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 of take outside of class if they			
Objective(s): Students will be able t	o recall from their memory	need it.		
informatio	n on everything that was	taught in this lesson for their test.	Modalities/Learning Preference	es: N/A	
Bloom's Ta	axonomy Cognitive Level	: All of them.			
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	3 min Set-up/Prep: Have the test ready to pass out to students.				
2 min 2 min	Engage: (opening activ out the test for the stu Explain: (concepts, pro any and also to answer	ity/ anticipatory Set – access prior I dent having them keep it face down cedures, vocabulary, etc.): I will the any last minutes questions.	earning / stimulate interest /generate till I tell them too. en give them special introduction on ce	e questions, etc.): I wil then pass	
40 min	Explore: (independent, experiences, reflective	, concreate practice/application wit e questions- probing or clarifying qu	:h relevant learning task -connections estions): This is when student will be ta	from content to real-life aking the test.	
6 min	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, may also read of the science magazines that will be in the room.			r to have a free reading time, they	
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.		Summative Assessment (linked back End of lesson: None If applicable- overall unit, chapte Summative assessment for the unit.	t to objectives) r, concept, etc.: This is the		
Consideration for Back-up Plan:					
Reflection	Reflection (What went well? What did the students learn? How do you know? What changes would you make?):				