

Name: Nicketa Anderson
 Year: 2022/2023 Academic year
 Institution: Waterford High School
 Subject: Biology
 Grade: 10
 Duration: 60 minutes x 4 per week
 Theme: Life Processes and Disease
 Lesson Topic: 1. Cells
 2. Movement at Molecular Level (Osmosis, Diffusion)
 3. Photosynthesis
 4. Nutrition (Food Test)

Rationale:

The concern of biology is to study the develop an understanding of fundamental biological principles and concepts (such as structure and function relationships; unity in diversity; energy transduction), based upon practical and theoretical knowledge of living organisms and the environment. It is also aimed for students to develop the ability to record information accurately.

Week	Topic	Objectives	Resources	Content	Methodology	Learning Activity/Assessment
1 Jan 14-20 2022	Life Processes and Disease Cells	1.1 compare the structure of the prokaryotic plant and animal cells, and selected organelles 1.2 distinguish between cell wall and cell membranes, mitochondria, and chloroplast 1.3 outline the structure of organelles in their functions	-C 100 Book:gr cytobio C-100 Book:gr What book the Cover by Anne Tomblin -Student resources -What the Video	Cell wall, cell membrane, nucleus, cytoplasm, vacuole, mitochondria, chloroplast. Difference in include bacterium. Prokary, for example, eukaryote. Simple structure of a bacterium is the cell membrane, cell wall, vacuole, and flagellum. Simple structure of chloroplast: mitochondria, vacuole, nucleus. For example, nucleus chloroplasts carry genetic information.		
2 Jan 21-27 2022	Life Processes and Disease	1.4 differentiate between plant and animal cells	-C 100 Book:gr cytobio C-100 Book:gr	Differences in plant cells is characterized by the presence of a cell wall, large vacuole, and chloroplast. Bacteria structure is function.		

	Cells Dense Plant and Animal Cell	Compare plant and animal cell structure in a bacterium.	What book the Cover by Anne Tomblin -Student resources -What the Video Lab Manual	Diagram of tissues from both plant and animal. Consideration that's composed of different tissues (for example, epidermis, cytoplasm, glomeruli) connect together to form organs (heart + lungs) and organ systems (respiratory system, circulatory system).		
3 Jan 28-29 & 3	Life Processes and Disease Specialized Cells	Correctly list the three types of tissues found in Animals Briefly describe the functions of the epithelial and connective tissues Correctly list the types of epithelial tissues and give at least one example of where it is found in the body. Correctly list the three types of connective tissues and give at least one example of where it is found in the body. Correctly list at least three types of contractile tissues found in animals. Briefly describe the functions of muscle tissues Correctly describe the relationship between the structure and function of tissue in animals.	-C 100 Book:gr cytobio C-100 Book:gr What book the Cover by Anne Tomblin -Student resources -What the Video	-The animal cells are grouped in three animal tissues. These tissues vary in their structure and function, and origins. The animal tissues are divided into epithelial, connective, muscle and nervous tissues. Connective tissue is made up of many different types of cells that are all scattered in the extrinsic and support of the body. Bone, blood, fat and cartilage are all connective tissues. Connective tissue can be loosely packed, together to form cells are, or loosely packed, as adipose tissue (fat cells) is. Connective tissue contributes to energy storage, the protection of organs, and the body's structural integrity. - connective tissue has three main components: cells, fibres, and ground extracellular matrix. Muscular tissue is found in the heart, epidermis, and muscle.		
4 Jan 4-10 2022	Life Processes and Disease	Correctly list the three main types of muscle tissues tissues found in animals	-C 100 Book:gr cytobio	Plants are multicellular organisms with tissues. Epithelial tissue is made of similar cell types that carry out similar functions.		

Biology Unit Plans Common Core

Linsay DeMartino, Lisa Fetman



Biology Unit Plans Common Core:

Secondary Science Teaching for English Learners Edward G. Lyon, Sara Tolbert, Jorge Solís, Patricia Stoddart, George C. Bunch, 2016-06-13 Secondary Science Teaching for English Learners Developing Supportive and Responsive Learning Context for Sense making and Language Development provides a resource for multiple audiences including pre and in service secondary science teachers science teacher educators instructional coaches curriculum specialists and administrators to learn about a research based approach to teaching science that responds to the growing population of English learners in the United States The book offers clear definitions of pedagogical practices supported by classroom examples and a cohesive framework for teaching science in linguistically diverse classrooms The Secondary Science Teaching with English Language and Literacy Acquisition or SSELLA Framework addresses how learning science is enhanced through meaningful and relevant learning experiences that integrate discipline specific literacy In particular four core science teaching practices are described 1 contextualized science activity 2 scientific sense making through scientific and engineering practices 3 scientific discourse and 4 English language and disciplinary literacy development These four core practices are supported by sound theory and research based on unscripted guidelines and flexible modifications of science lessons Moreover the four interrelated practices promote students use of core science ideas while reading writing talking and doing science thus reflecting principles from Next Generation Science Standards Common Core State Standards for English Language Arts and English language proficiency standards Secondary Science Teaching provides readers with a historical and theoretical basis for integrating language literacy and science in multilingual science classrooms and well as explicit models and guided support teachers in enacting effective teaching practices in the classroom including comparative vignettes to distinguish between different types of classroom practice Susan Udelhofen, 2014-04-25 Discover your road map for creating a curriculum based on the Common Core State Standards Explore various stages of curriculum development from the preliminary work of building academic support to creating Common Core curriculum maps and tracking school improvement goals Learn to effectively share information during the curriculum building process and engage in significant collaborative conversations around the curriculum Wham! Teaching with Graphic Novels Across the Curriculum William G. Brozo, Gary Moorman, Carla Meyer, 2014 Graphic novels are an excellent medium to motivate today's youth to become independent learners and thinkers This practical guide shows secondary school teachers how to incorporate graphic novels into content area instruction as a tool for meeting the needs of diverse learners and achieving the goals of the Common Core State Standards The authors provide instructional guidelines with classroom examples that demonstrate how graphic novels can be used to expand content knowledge and literacy in science social studies math and English language arts Teachers will appreciate the book's specific suggestions for selecting graphic novels and for employing responsive practices that will build students reading writing speaking listening and media competencies The range and complexity of graphic novels being

published right now is simply amazing to me. They are part of what should be a balanced array of texts that all can read, enjoy, and learn from. In this volume, the authors point to this proliferation as well as the educative potential of graphic novels. After reading its pages, I feel others will agree with me that they have done an excellent job pointing out how graphic novel creators such as Jim Ottaviani and Larry Gonick communicate much about history, science, and mathematics while also making connections to comprehension and thinking skills that accompany both literacy and content-specific learning. From the Foreword by Stergios Botzakis, assistant professor of adolescent literacy in the Theory and Practice in Teacher Education Department at The University of Tennessee Knoxville, the authors have set forth on a task I feel long is overdue: connecting the literacy potential of graphic novels to the content areas. This book is a wonderful contribution to the field of content area literacy studies. Michael D. Boatright, assistant professor, Department of English, Western Carolina University, Book Features: Advice for selecting and evaluating graphic novels; Teaching strategies for each of the four major content domains; Guidance for aligning instruction with the Common Core State Standards; A list of educational graphic novels organized by content area; Study group questions; And more. William G. Brozo is a professor of literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia, and author of *RTI and the Adolescent Reader*. Gary Moorman is professor emeritus at Appalachian State University in Boone, North Carolina. Carla K. Meyer is an assistant professor in the Reading Education and Special Education Department at Appalachian State University.

Connecting Self-regulated Learning and Performance with Instruction Across High School Content Areas Maria K. DiBenedetto, 2018-07-23. This book shows how principles of self-regulated learning are being implemented in secondary classrooms. The 14 chapters are theoretically driven and supported by empirical research and address all common high school content areas. The book comprises 29 lesson plans in English, language arts, natural and physical sciences, social studies, mathematics, foreign language, art, music, health, and physical education. Additionally, the chapters address students with special needs, technology, and homework. Each chapter begins with one or more lesson plans written by master teachers, followed by narratives explaining how the lesson plans were implemented. The chapters conclude with an analysis written by expert researchers of the self-regulated learning elements in the lessons. Each lesson and each analysis incorporate relevant educational standards for that area. Different types of high schools in several states serve as venues. This powerful new book, edited by Maria K. DiBenedetto, provides a unique and invaluable resource for both secondary teachers and researchers committed to supporting adolescents in the development of academic self-regulation. Each chapter is jointly written by teachers who provide a wealth of materials, including lesson plans and researchers who situate these lesson plans and academic self-regulation goals within the larger work on self-regulation. The topics covered are far broader than any other book I have seen in terms of developing academic self-regulation, covering over a dozen content areas, including literacy, mathematics, social studies, the sciences, and the arts. Teachers and scholars alike will find this book a must-read. Karen Harris, EdD, Arizona State University. A practical and magnificent blend of

educational research and application This book goes beyond presenting the findings of research on self regulation by connecting detailed strategies that align with the standards to the research DiBenedetto et al clearly illustrate how to develop self regulated learners in the classroom A refreshing must read for all secondary educators and educational researchers seeking to be well grounded in education research and practical application techniques Heather Brookman PhD Fusion Academy Park Avenue Self regulated learning is a research based process by which teachers help students realize their own role in the learning process Connecting Self Regulated Learning and Performance with Instruction Across High School Content Areas consists of model teachers lessons and analyses by prominent educational psychologists in the field of self regulated learning The book provides teachers with the tools needed to increase students awareness of learning and inspires all educators to use self regulated learning to promote engagement motivation and achievement in their students The book also provides administrators with the principles needed to infuse evidenced based self regulated learning into their curriculum and instruction I highly recommend the book Marty Richburg Northside High School Teaching Chemistry Around the World Björn Risch,2010 As teachers we often tend to expect other countries to teach chemistry in much the same way as we do but educational systems differ widely At Bielefeld University we started a project to analyse the approach to chemical education in different countries from all over the world Teaching Chemistry around the World 25 countries have participated in the project The resulting country studies are presented in this book This book may be seen as a contribution to make the structure of chemistry teaching in numerous countries more transparent and to facilitate communication between these countries Especially in the case of the school subject chemistry which is very unpopular on the one hand and occupies an exceptional position on the other hand due to its relevance to jobs and everyday life and most notably due to its importance for innovation capacity and problem solving we have to learn from each others educational systems Scientific Argumentation in Biology Victor Sampson, Sharon Schleigh, 2013 Develop your high school students understanding of argumentation and evidence based reasoning with this comprehensive book Like three guides in one Scientific Argumentation in Biology combines theory practice and biology content It starts by giving you solid background in why students need to be able to go beyond expressing mere opinions when making research related biology claims Then it provides 30 thoroughly field tested activities your students can use Detailed teacher notes suggest specific ways in which you can use the activities to enrich and supplement not replace what you re General Catalogue Santa Barbara State Teachers College, 1975 **Moving from Growth to Asset-Based Mindsets** Linsay DeMartino, Lisa Fetman, 2025-07-30 Promoting a growth mindset in PreK 12 schools is a valuable educational trend based on the idea that students who believe they can grow and improve will succeed more easily However when students struggle academically there s often an undergirded assumption that they and sometimes their families are not trying hard enough or they just need to fit into a standardized mold This deficit thinking places blame on students perceived limitations and can lead to lower expectations or biases toward

students who come from diversified backgrounds encompassing ability socioeconomic status race language gender or culture As an alternative approach this book promotes the universal adoption of Asset Based Practices ABPs ABPs encourage educators to see and honor the strengths in each student s identity ABPs shift our focus to the assets that students and families bring into the classroom viewing differences as resources rather than obstacles This means recognizing and building on students cultural linguistic and community based knowledge to make learning richer and more inclusive for everyone Implementing an asset based approach can transform our classrooms Research shows that students perform better and feel more motivated when they re recognized and valued for who they are Bringing students lived experiences into the curriculum can help them develop positive identities and a stronger sense of belonging which boosts their academic and social growth Instead of focusing on fixing students ABPs ask us to adapt our teaching to connect with students cultural backgrounds and experiences coupled with recognizing the wealth of knowledge that students bring from their families and communities Switching to an asset based approach helps us move away from simply encouraging perseverance or grit in students Instead it invites us to take responsibility for creating an environment where every student feels they belong and can succeed With ABPs we re able to create more inclusive and affirming classrooms for all students where their identities are seen as strengths not obstacles and where their cultural linguistic and community knowledge is a foundation for learning Innovative and creative methodologies and practices that aspiring and practicing educators can use right away are the primary focus of this book Because the editors and contributors are former or current PreK 12 practitioners and many are also educational scholars this book is written for a broad educational audience Moving from Growth to Asset Based Mindsets is for both preservice and practicing teachers across PreK 12 grade levels school types and geographic regions looking to improve their practice To accomplish this the editors and contributors provide entry points for transforming the educational landscape in favor of liberatory asset based practices in PreK 12 schools Additionally this book is ideal for teacher and administrator preparation programs as well as PreK 12 professional development because it guides readers through theoretical and empirical discussions supported by hands on applications that enable real time application and concludes with interactive features like case studies extension activities and discussion prompts Perfect for courses such as Introduction to Educating For Equity And Social Justice Introduction to Cultivating Culturally Responsive Classrooms Foundations of Classroom Management Foundations of Methods And Curriculum Design Foundations Of Culturally And Linguistically Responsive Practice Introduction to Diversity Equity and Inclusion in Schools Principles of Professional Collaboration In Education Introduction to Supportive Classroom Communities Introduction To School Improvement Introduction to Teacher Leadership And School Improvement Introduction to Curriculum Instruction and Assessment Principles of Building Classroom Communities Principles of Teaching Diverse Learners Introduction to Multiculturalism in Education Principles of Youth Voices in Education Introduction to Professional Development Design **Handbook on**

Evolution and Society Alexandra Maryanski, Richard Machalek, Jonathan H. Turner, 2015-11-17 Handbook on Evolution and Society brings together original chapters by prominent scholars who have been instrumental in the revival of evolutionary theorizing and research in the social sciences over the last twenty five years Previously unpublished essays provide up to date critical surveys of recent research and key debates The contributors discuss early challenges posed by sociobiology the rise of evolutionary psychology the more conflicted response of evolutionary sociology to sociobiology and evolutionary psychology Chapters address the application and limitations of Darwinian ideas in the social sciences Prominent authors come from a variety of disciplines in ecology biology primatology psychology sociology and the humanities The most comprehensive resource available this vital collection demonstrates to scholars and students the new ways in which evolutionary approaches ultimately derived from biology are influencing the diverse social sciences and humanities A
Fast Track to Online Learning Darryl Vidal, 2021-10-15 Many books will be written about the latent effects COVID 19 and the response the pandemic will have on our community Some of the impacts were immediate and obvious like the forced move to distance learning and the struggles schools and families experienced The most important factor is that school administrators must recognize that teachers and students need more than equipment and internet access Fast Track to Online Learning describes in detail how schools and school districts must adopt a process for the development of advanced curriculum Curriculum that focuses on critical thinking and leverages the technology to work in distance and hybrid learning models what the author calls Tier 4 Curriculum T4c

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