Standards-Based Unit Planner The Cell

Unit Theme/Title: The Cell

Grade Level:9 Subject Area(s): Biology Time:7 days

<u>Content Standards</u>: Science—Biology CS 2 Each student observes and investigates organisms, their characteristics. life cycles and environments

Performance Standards (PS: 1 & 2)	Culminating Performance Task:
The student will: Complete investigations that demonstrate understanding	Unit Test and successful completion of mini labs and a cell
	model project and travel brochure
of the life sciences and will demonstrate an under- standing of cells as the basic structure of all living things have specialized parts that perform specific functions	
	X Product X Performance Process
	<u>Criteria</u> : Specifications for students to successfully complete performance task
Technology Integration:	
1 through 4	
i tillough 4	See Rubrics for each activity
	Rubric for Cell Model:
Foundation Skills: What is a cell and what does it's parts do http://www.howe.k12.ok.us/~jimaskew/evalmod.htm	
X Communication (writing activity and brochure) X Reasoning and Problem Solving (demo's fish in salt water etc) X Personal Development and Social Responsibility(looking into areas of interest regarding health issues related to cellular problems—cancer—sickle cell—different poisons X Making Connections(similarities between cells and buildings introduction—job functions and cell structure functions)	
T. A. I. D. C.D.C. I. O. Marian.	Assessment Tool(s):
<u>Targeted DCPS Learner Outcomes:</u> X Quality Producers	X Rubric several used X Student Evaluations KWL and student part of rubrics
X Self-Directed Learners	Portfolio
X Sey-Directed Learners X Knowledgeable Problem Solvers	X Other:
Collaborative Leaders	Travel Brochure Unit Test—Model 3D—analogy collage As well as HW, Quizzes, Skit, Webquest mini labs
Community Builders	

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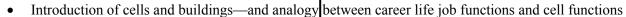
Essential Skills, Concepts, and Information:

(List for each performance standard targeted.)

ES 1.2 ..2 1.3 2.1, 2.2, 2.3

Learning Events:

(Activities and Strategies)



BY

- Pre-Assessment survey
- K-W-L
- Hooke, pictures and facts, computer graphics project & large microscope and cork cells (hands-on pass around)
- Show pictures and tutorials (interactive projection) of cell sizes and types
- Closure each day 1-2 new things you learned
- Warm ups
- Cell cartoons each day (focus activity)
- Paramecium and Euglena microscope activity OR via interactive Internet projection OR internet activity in computer lab---also in fresh and salt water (what would happen to a freshwater fish placed in salt water? A salt water fresh placed in fresh water)
- Diffusion/osmosis demo's (copper sulfate,; perfume; lettuce in cold tap and salt water;
- Webguest (they choose one)
- Drawings of cell and animal cells to hang from ceiling (preparation for 3D model)
- Cell model report and diagram 3D
- Plant and animal differences worksheet & use Inspiration for visual organizer afterwards
- The students develop a VENN diagram indicating differences between plant and animal cells
- Creative writing activity
- If I were sheet to collect information for the skit—to act out
- Jell-O and or cake models
- Cells and parts in a baggy (students make)
- Vocabulary homework
- Vocabulary chop up
- Vocabulary quiz
- Vocabulary puzzle find
- Functions analogy collage
- Short Skit
- Travel brochure
- Unit Test but includes various levels of thinking MC/short answer/matching/definitions/analogies etc...)