**DCSD Instructional Planning Instrument Focus on Teaching and Learning**

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| **LAKESIDE HIGH SCHOOL**  |
| **Weekly Components**  |
| **Teacher:** **Co-Teacher/Para:**  |  Pastirik; Johnson; Hoover |   |   |
| **Course:**  |  Biology |   |   |
| **Essential Question(s): (address philosophical foundations; contain multiple answers; provoke** **inquiry)**  |  When, Why, and How is today's material important to you? How may it be applied to the "real-world"? |
| **Priority Standards:** **(content specific)**  |  SB1.OBTAIN, EVALUATE, and COMMUNICATE information to analyze the nature of the relationships between structures and functions in living cells. |
| **Success Criteria:** **(content specific)**  |  Video; Parasites – host, vector, pathogen, parasite, parasitism, commensalism, mutualism, morbidity, and mortality = completion of the video sheet's questions and add-on reverse side materialLab – concerns plasma membrane and its control relationship to movement of material into and out of a cell – selective permeability – tonicities - hyper-, hypo-, isotonic solutions, osmosis, diffusion, and dynamic equilibrium. |
| **Activating Strategy:** **(content specific)**  |  Introductory discussion, posing of "what is, and what if" questions, followed by why and how? |
| **Work Period:** **(EXPLORE/ EXPLAIN/ EXTEND/ ELABORATE):** **(contains the mini lesson; allows students to practice concept; assesses student learning)**  |  Monday \*- video – parasites with questions, and drawing/labeling on the reverse side of the handoutTuesday/Wednesday - lab Elodea and using Elodea to demonstrate hypo-, hyper-, and isotonic solutions. |