**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 material  Lab – 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 handout  Tuesday/Wednesday - lab Elodea and using Elodea to demonstrate hypo-, hyper-, and isotonic solutions. | | |