

**Edmore Public School**  
**706 Main St, Edmore, ND 58330**

**Biology Lesson Plan**

**Dates:**

April 8 - 12, 2024

**Time and Period:**

2:32 - 3:25 PM, Seventh Period

**Performance Standard:**

**HS-LS1-1**

Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

**HS-LS1-3**

Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

**HS-LS1-7**

Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

**Monday, April 8**

<b>Topic</b>	Mechanisms of Homeostasis, pp. 708 - 711
<b>Objectives</b>	Provide evidence that feedback mechanisms maintain homeostasis.
<b>Bell Ringer</b>	Differentiate between <i>positive and negative feedback</i> in homeostasis.
<b>Procedure / Instructional Delivery</b>	Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity
<b>Assessment</b>	Mechanisms of Homeostasis, pp. 708 - 711

**Tuesday, April 9**

<b>Topic</b>	Interaction Among Systems, pp. 712 - 715
<b>Objectives</b>	Use a model to illustrate the hierarchical organization of interacting systems.
<b>Bell Ringer</b>	Define <i>Thermoregulation</i>

<b>Procedure / Instructional Delivery</b>	Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity
<b>Assessment</b>	Interaction Among Systems, pp. 712 - 715

<b>Wednesday, April 10</b>	
<b>Topic</b>	Continuation: Interaction Among Systems, pp. 712 - 715 (Endocrine, Digestive, and Circulatory)
<b>Objectives</b>	Describe two or more body systems that work together for a common purpose.
<b>Bell Ringer</b>	Differentiate between <i>Insulin and Glucagon</i>
<b>Procedure / Instructional Delivery</b>	Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity
<b>Assessment</b>	Continuation: Interaction Among Systems, pp. 712 - 715

<b>Thursday, April 11</b>	
<b>Topic</b>	Continuation: Interaction Among Systems pp. 712 - 715 (Nervous, Urinary, and Endocrine)
<b>Objectives</b>	Describe two or more body systems that work together for a common purpose.
<b>Bell Ringer</b>	<i>Define adrenal glands</i>
<b>Procedure / Instructional Delivery</b>	Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity
<b>Assessment</b>	Continuation: Interaction Among Systems, pp. 712 - 715

<b>Friday, April 12</b>	
<b>Topic</b>	QUIZ Continuation: Interaction Among Systems pp. 712 - 715 (Immune System)
<b>Objectives</b>	Describe two or more body systems that work together for a common purpose.
<b>Bell Ringer</b>	Differentiate between <i>innate and adaptive immunity</i>
<b>Procedure / Instructional Delivery</b>	Guided Practice, Interactive Discussion, Hands - on / Laboratory Activity

<b>Assessment</b>	QUIZ Continuation: Interaction Among Systems pp. 712 - 715 (Immune System)
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