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| Teacher: Runyan | Course: Biology | Period(s): 1,2,4 | Week #15 |
| Unit Title: Heredity/ Mendelian Genetics - | |  |  |
| State Standards: | |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | H.B.4A.1  H.B.4A.2  H.B.4B.1  H.B.4B.2 | Construct a pedigree and explain its purpose in showing family inheritance  Explain sex-linked traits and how the males have a greater chance of reflecting certain traits | | Guided notes on sex-linked traits and codominance vs. incomplete dominance  Painting activity to demonstrate codominance/ incomplete dominance  Practice worksheet to help with understanding of sex-linked traits  Work on family pedigree project (time permitting) | | Guided notes on sex-linked traits and codominance vs. incomplete dominance  Painting activity to demonstrate codominance/ incomplete dominance  Practice worksheet on sex-linked traits  Family pedigree project | | Guided notes  Painting activity (formative)  Practice worksheet (formative)  Family pedigree project (summative) | |  | Markers, crayons, colored pencils, scissors, paint, q-tips | Extra time will be given as needed, one to one interactions as needed or requested |
| **Tuesday** | H.B.4A.1  H.B.4A.2  H.B.4B.1  H.B.4B.2 | Identify and explain the Laws and Theories behind Mendelian genetics and how alleles/ genes are expressed | | Heredity/ Mendelian genetics assessment review via study guide and kahoots interactive activity  Complete study guide: heredity and Mendelian genetics  Finishing touches on family pedigree project | | Kahoots review activity: Heredity/ Mendelian genetics  Complete study guide: heredity and Mendelian genetics  Finishing touches on family pedigree project | | Kahoots Review (formative)  Study Guide (formative)  Family pedigree project (summative) | |  | Student laptops, markers, colored pencils, scissors | Extra time will be given as needed, one to one interactions as needed or requested |
| **Wednesday** | H.B.4A.1  H.B.4A.2  H.B.4B.1  H.B.4B.2 | Identify and explain the Laws and Theories behind Mendelian genetics and how alleles/ genes are expressed | | Heredity/ Mendelian genetics unit assessment | | Heredity/ Mendelian genetics unit assessment | | Unit Assessment (summative) | |  |  | Extra time will be given as needed, one to one interactions as needed or requested |
| **Thursday** |  | Identify and explain the Laws and Theories behind Mendelian genetics and how alleles/ genes are expressed  Explain the basic principles of natural selection and why it drives evolution | | Review the Heredity/ Mendelian genetics unit assessment  Evolution unit pre-assessment via google classroom  Amoeba sisters natural selection video clip  Guided notes on principals of natural selection | | Evolution unit pre-assessment  Guided notes on principals of natural selection | | Evolution unit pre-assessment (formative) | |  |  | Extra time will be given as needed, one to one interactions as needed or requested |
| **Friday** |  | Explain the basic principles of natural selection and why it drives evolution | | EOC practice questions: evolution  Review principles of natural selection  Evolution scenario activity: identifying the selective factor, and the change that should occur  Vocabulary organizer | | EOC practice questions: evolution  Review principles of natural selection  Evolution scenario activity: identifying the selective factor, and the change that should occur  Vocabulary organizer | | EOC practice (formative)  Evolution scenario activity (formative) | | Lab groups |  | Extra time will be given as needed, one to one interactions as needed or requested |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.