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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 inheritanceExplain 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 dominancePainting activity to demonstrate codominance/ incomplete dominancePractice 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 dominancePainting activity to demonstrate codominance/ incomplete dominancePractice worksheet on sex-linked traits Family pedigree project  | Guided notesPainting 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 activityComplete 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 expressedExplain 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 clipGuided 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: evolutionReview principles of natural selectionEvolution scenario activity: identifying the selective factor, and the change that should occur Vocabulary organizer  | EOC practice questions: evolutionReview principles of natural selectionEvolution 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.