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| Teacher: Y. Abrams | Course: Biology I CP | Period(s): 3 and 4 | Week of: /Dates: 12/03 – 12/08 |
| Unit Title: Heredity | |  |  |
| State Standards: B-4 | |  |  |

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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.2 | Develop and use models to explain how genetic information is copied for transmission to subsequent generations of cells. | | Warm-up question (10 min.)  Finish DNA unit test (25 min.)  DNA analysis Gizmo (50 min.)  Exit slip (5 min.) | | Respond to warm-up question using content knowledge.  Complete teacher-created test.  Practice virtual DNA analysis.  Define weekly vocabulary for HW. | | Informal assessment by asking questions and student summaries during class.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions.  Gizmo results. | | Individual practice | Biology textbook  Handouts  COW | Extended time on assignments.  Read aloud all directions from handouts. |
| **Tuesday** | H.B.4B.2 | Obtain, evaluate and communicate information on how biotechnology may be used in the fields of medicine, agriculture, and forensic science. | | Warm-up question (10 min.)  Biotechnology study guide (45 min.)  Make-up work (30 min.)  Exit slip (5 min.)  . | | Respond to warm-up question using content knowledge.  Complete study guide. | | Informal assessment by asking questions and student summaries during class.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | | Individual practice  Whole group | Biology textbook  Handouts  SMARTBORAD | Extended time on assignments.  Read aloud all directions from handouts. |
| **Wednesday** | H.B.4C.1 | Develop and use models of sex cell formation to explain why the DNA of the daughter cells is different from the DNA of the parent cell. | | Warm-up question (10 min.)  Meiosis notes and model (45 min.)  Compare and contrast mitosis and meiosis (30 min.)  Exit slip (5 min.) | | Respond to warm-up question using content knowledge.  Discuss and create a model of meiosis. | | Informal assessment by asking questions and student summaries during class discussions/activities.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | | Individual practice  Whole group | Biology textbook  Handouts  SMARTBORAD | Extended time on assignments.  Read aloud all directions from handouts. |
| **Thursday** | H.B.4D.1 | Develop and use models to explain how mutations in DNA that occur during replication can affect the proteins that are produced or the traits that result and may or may not be inherited. | | Warm-up question (10 min.)  Mutations notes and activity (40 min.)  Mendelian genetics notes/Punnett squares (35 min.)  Exit slip (5 min.) | | Respond to warm-up question using content knowledge.  Discuss mutations and create model.  Discuss Mendelian genetics and practice solving Punnett squares. | | Informal assessment by asking questions and student summaries during class discussions/activities.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | | Individual practice  Whole group | Biology textbook  Handouts  SMARTBOARD | Extended time on assignments.  Read aloud all directions from handouts. |
| **Friday** | H.B.4A.2  H.B.4B.1 | Develop and use models to explain how genetic information is copied for transmission to subsequent generations of cells. Develop and use models to describe how the structure of DNA determines the structure of resulting proteins or RNA molecules that carry out the essential functions of life. | | Warm-up question (10 min.)  Vocabulary quiz (15 min.)  Non-Mendelian genetics (60 min.)  Exit slip (5 min.) | | Respond to warm-up question using content knowledge.  Complete vocabulary quiz  Discuss non-Mendelian genetics and practice Punnett squares | | Informal assessment by asking questions and student summaries during class discussions/activities.  Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | | Individual practice  Whole group | Biology textbook  Handouts  SMARTBOARD  COW | Extended time on assignments.  Read aloud all directions from handouts. |

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