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| Teacher: Y. Abrams | Course: Biology I CP | Period(s): 3 and 4 | Week of: / Dates: 10/16 – 10/20 |
| Unit Title: Cell Cycles |  |  |
| State Standards: B-2 |  |  |

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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.2D.1H.B.2D.2 | Construct models to explain how the processes of cell division and cell differentiation produce and maintain complex multicellular organisms.Predict what might happen to a cell that does not progress through the cycle correctly. | Warm-up question (10 min.)Finish mitosis models/notes (40 min.)POGIL cell cycle activity (35 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Model the process of mitosis. | Informal assessment by asking questions and student summaries during class discussions/activities.Results of POGIL activity.Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | Whole groupIndividual practice | Biology textbookHandoutsSMARTBORAD | Extended time on assignments.Read aloud all directions from handouts. |
| **Tuesday** | H.B.2D.3 | Construct explanations for how the cell cycle is monitored by check point systems and communicate possible consequences of the continued cycling of abnormal cells.  | Warm-up question (10 min.)Cell cycle and cancer coloring study guide (40 min.)Cell cycle unit study guide (35 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Apply knowledge of cell cycle to causes of cancer.Unit test: ThursdayBenchmark test: Friday  | 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. | Whole groupIndividual practice | Biology textbookHandoutsSMARTBORAD | Extended time on assignments.Read aloud all directions from handouts. |
| **Wednesday** | H.B.2D.1H.B.2D.2H.B.2D.3 | Construct models to explain process of cell division. Develop and use models to exemplify changes that occur during cell cycle. Construct explanations for how the cell cycle is monitored. | Warm-up question (10 min.)Cell cycle review stations (50 min.)Review unit study guide (25 min)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Review unit material by moving through various stations and completing different activities. | 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. | Whole groupIndividual practiceAssigned station groups | Biology textbookHandoutsSMARTBORAD | Extended time on assignments.Read aloud all directions from handouts. |
| **Thursday** | H.B.2D.1H.B.2D.2H.B.2D.3 | Construct models to explain process of cell division. Develop and use models to exemplify changes that occur during cell cycle. Construct explanations for how the cell cycle is monitored. | Warm-up question (10 min.)Cell cycle unit test (45 min.)Comprehensive review packet (30 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Complete unit assessment. | Informal assessment by asking questions and student summaries during class discussions.Unit test that includes multiple choice questions, graphic interpretation, and free response questions. | Individual practice | Biology textbookHandoutsTeacher made test | Extended time on assignments.Read aloud all directions from handouts. |
| **Friday** | B-1, B-2 | Use science and engineering practices to develop understandings of science concepts. Demonstrate the understanding that the essential functions of life take place within cells or systems of cells.  | Warm-up question (10 min.)Benchmark test (75 min.)Exit slip (5 min.) | Respond to warm-up question using content knowledge.Complete on-line benchmark test. | Informal assessment by asking questions and student summaries during class discussions.Benchmark results. | Individual practice | 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.