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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.1  H.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 group  Individual practice | Biology textbook  Handouts  SMARTBORAD | 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: Thursday  Benchmark 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 group  Individual practice | Biology textbook  Handouts  SMARTBORAD | Extended time on assignments.  Read aloud all directions from handouts. |
| **Wednesday** | H.B.2D.1  H.B.2D.2  H.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 group  Individual practice  Assigned station groups | Biology textbook  Handouts  SMARTBORAD | Extended time on assignments.  Read aloud all directions from handouts. |
| **Thursday** | H.B.2D.1  H.B.2D.2  H.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 textbook  Handouts  Teacher 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.