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| **Grade Level** 7th | | **Teacher/Room**: Miller Week of: 10/28/13 | | | |
| **Unit Vocabulary: Genes, Traits, Dominant, Recessive, Allele** | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **S7L3. Students will recognize how biological traits are passed on to successive generations.**  **a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.** | **Common Core Standard(s)**:  **S7L3. Students will recognize how biological traits are passed on to successive generations.**  **a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.** | | **Common Core Standard(s)**:  **S7L3. Students will recognize how biological traits are passed on to successive generations.**  **a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.** | **Common Core Standard(s)**:  **S7L3. Students will recognize how biological traits are passed on to successive generations.**  **a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.** | **Common Core Standard(s)**:  **S7L3. Students will recognize how biological traits are passed on to successive generations.**  **a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.** |
| **EQ Question:**  How are traits passed on? | **EQ Question:**  What is dominant and recessive? | | **EQ Question:**  How do animals receive characteristics from their parents? | **EQ Question:**  What do I need to know about genetics tomorrow? | **EQ Question:**  What do I know about genetics? |
| **Mini Lesson:**  Take up Lab Sheets Computer Lab-  Punnett Squares | **Mini Lesson:**  Punnett Square Practice Sheet.  Guided Reading Section 1 | | **Mini Lesson:**  Create a Smiley Genetics Activity | **Mini Lesson:**  Review Game for Punnett Squares and Cell Cycle | **Mini Lesson:**  Quiz over Punnett Squares and Cell Cycle |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Specific groupings* | **Differentiation:**  *Differentiated test* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Formative assessed Punnett squares* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:** | **Assessment:**  **Summative assessment test** |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:**  None | **Homework:**  None |

Resources and Reflective Notes: