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| **Grade Level** 7th | | **Teacher/Room**: Miller Week of: October 21, 2013 | | | |
| **Unit Vocabulary: Genetics, Genes, Alleles, Dominant, Recessive** | | | | | |
| **Instructional Strategies Used: Pre-test, Technological Lesson, Lecture, Lab, Group work** | | | | | |
| **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. b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants & animals). c. Recognize that selective breeding can produce plants or animals with desired traits.** | **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. b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants & animals). c. Recognize that selective breeding can produce plants or animals with desired traits.** | | **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. b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants & animals). c. Recognize that selective breeding can produce plants or animals with desired traits.** | **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. b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants & animals). c. Recognize that selective breeding can produce plants or animals with desired traits.** | **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. b. Compare and contrast that organisms reproduce asexually and sexually (bacteria, protists, fungi, plants & animals). c. Recognize that selective breeding can produce plants or animals with desired traits.** |
| **EQ Question:**  What do I know about Genetics? | **EQ Question:**  Why is Mendel’s Work important? | | **EQ Question:**  What is Dominant and recessive? | **EQ Question:**  Why do I look the way I do? | **EQ Question:**  Why do I look the way I do? |
| **Mini Lesson:**  Genetics Pre-Test  Vocab Page 110 | **Mini Lesson:**  Edusmart Notes Genetics  **Activating Strategies:** | | **Mini Lesson:**  Power-point Notes  Section 1 Chapter 4 Page 110-115 | **Mini Lesson:**  **Finish Section 1**  **Guided Reading p245-247** | **Mini Lesson:**  **STEM- DNA extraction Strawberry Lab**  **Class Survey Lab and Graph** |
| **Differentiation:**  *Differentiated Pre-test*  *Read to, small group* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | **Differentiation:** | **Differentiation:**  *Different Labs based on ability* |
| **Assessment :**  *Pretest* | **Assessment:** | | **Assessment:**  *3-2-1 Formative* | **Assessment:** | **Assessment:**  **Lab report** |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:**  None | **Homework:**  None |

Resources and Reflective Notes: