

Week Of Aug 24 – 28, 2015	Jennings Senior High				
Subject: Biology and Honors Biology	Grade Level: 9-12			Instructor(s): Ms. C. White	
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Key Concepts -Learning Targets /Daily Objective</b>	Students will design an experiment and analyze the data using the Scientific Method	Students will design an experiment and analyze the data using the Scientific Method	Students will design an experiment and analyze the data using the Scientific Method	Students will design an experiment and analyze the data using the Scientific Method	Students will be able to create a line graph and identify the all components (IV, DV, Hypothesis, Control, experimental group).
<b>Common Core Standards</b>	<b>7.1A.B; 7.1.B.a;7.1.D.a;7.1.C.b;7.1.A.a</b>				
<b>Ab.</b>	3,4	3,4	3	3	3
<b>Vocabulary</b>	Qualitative, Quantitative, hypothesis, scientist, variable, control group, IV, DV, inference, inquiry, observation, inductive reasoning, deductive reasoning, scientific theory, law	Qualitative, Quantitative, hypothesis, scientist, variable, control group, IV, DV, inference, inquiry, observation, inductive reasoning, deductive reasoning, scientific theory, law	Qualitative, Quantitative, hypothesis, scientist, variable, control group, IV, DV, inference, inquiry, observation, inductive reasoning, deductive reasoning, scientific theory, law	Qualitative, Quantitative, hypothesis, scientist, variable, control group, IV, DV, inference, inquiry, observation, inductive reasoning, deductive reasoning, scientific theory, law	Qualitative, Quantitative, hypothesis, scientist, variable, control group, IV, DV, inference, inquiry, observation, inductive reasoning, deductive reasoning, scientific theory, law
<b>Class Procedures/Lesson Design</b>	<b>Do Now: (10-15 mins)</b> One tank of goldfish is fed the normal amount of food once a day. A second tank is fed twice a day, and a third tank four times a day. The fish's weight is recorded daily. Write out an appropriate Experimental Question and Hypothesis, as well as identify the Independent and Dependent Variables.	<b>Do Now: (10-15 mins)</b> One tank of goldfish is fed the normal amount of food once a day. A second tank is fed twice a day, and a third tank four times a day. The fish's weight is recorded daily. Write out an appropriate Experimental Question and Hypothesis, as well as identify the Independent and Dependent Variables.	<b>Do Now: (10-15 mins)</b> Explain how having many scientists repeat an experiment increases confidence in the scientific community that the results are accurate.	<b>Do Now: (10-15 mins)</b> Explain how having many scientists repeat an experiment increases confidence in the scientific community that the results are accurate.	<b>Do Now: (10-15 mins)</b> For each of the following graphs describe the relationship between the Independent and Dependent Variables.
	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <b>Activity 1 (50 min)</b> <b>Activity 2:</b> Students will develop and test a hypothesis, analyze data and draw conclusions based on the following questions:	<b>Whole Group Lesson Introduction/Anticipatory Set</b> <b>Activity 1 (50 min)</b> <b>Activity 2:</b> Students will develop and test a hypothesis, analyze data and draw conclusions based on the following questions:	<b>Whole Group Lesson Introduction/Anticipatory Set (60 mins)</b> Students will work with various scientific tools (Pipette, beaker, graduated cylinder and metric meter/ruler, balance (scale) and calculator) to accurately measure objects and provide	<b>Whole Group Lesson Introduction/Anticipatory Set (60 mins)</b> Students will work with various scientific tools (Pipette, beaker, graduated cylinder and metric meter/ruler, balance (scale)	<b>Whole Group Lesson Introduction/Anticipatory Set (50 mins)</b> Using the various components of the scientific method design an experiment that determines

	<p><b>What factors will make Alka-Seltzer dissolve faster</b></p> <p>Students will select the proper tools and design an experiment.</p> <p><b>(20 min)</b> <b>Activity 2</b> – Each student will complete formal lab report in composition notebook. (Title, Introduction, Hypothesis, Materials, Methods, Results, Conclusion)</p> <p><b>(10 min)</b> <b>Activity 3-</b> Voc. Terms Experimental Group and Control Group</p> <p><b>Homework</b> Activity 3- Experimental Variables, Hypothesis and Control Practice Problems</p>	<p><b>What factors will make Alka-Seltzer dissolve faster</b></p> <p>Students will select the proper tools and design an experiment.</p> <p><b>(20 min)</b> <b>Activity 2</b> – Each student will complete formal lab report in composition notebook. (Title, Introduction, Hypothesis, Materials, Methods, Results, Conclusion)</p> <p><b>(10 min)</b> <b>Activity 3-</b> Voc. Terms Experimental Group and Control Group</p> <p><b>Homework</b> Activity 3- Experimental Variables, Hypothesis and Control Practice Problems</p>	<p>correct units (meter, liter, grams)</p> <p><b>(20 min) (Homework)</b> <b>Pre-lab –</b> <b>-Write a formal lab report for the Heart Rate Lab</b></p>	<p>and calculator) to accurately measure objects and provide correct units (meter, liter, grams)</p> <p><b>(20 min) (Homework)</b> <b>Pre-lab –</b> <b>-Write a formal lab report for the Heart Rate Lab</b></p>	<p>the effect of increased exercise on a human’s heart rate.</p> <p><b>Heart Rate Lab</b> <b>(20 mins)</b> Notes on Qualitative and Quantitative observation</p> <p><b>Homework – control and variables activity</b></p>
<p><b>Highly Tested CLE: (EOC/ACT Time)</b> <b>20 Min. Devoted to EOC/ACT Skill Reinforces (20 Minutes)</b></p>	<p><b>7.1.A.a.</b> Formulate testable questions and hypotheses</p> <p>7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements</p>	<p><b>7.1.A.a.</b> Formulate testable questions and hypotheses</p> <p>7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements</p>	<p><b>7.1.A.a.</b> Formulate testable questions and hypotheses</p> <p>7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements</p>	<p><b>7.1.A.a.</b> Formulate testable questions and hypotheses</p> <p>7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements</p>	<p><b>7.1.A.a.</b> Formulate testable questions and hypotheses</p> <p>7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements</p>
<p><b>Daily Formative Assessment (5-10 Minutes)</b></p>	<p>Lab Report</p>	<p>Lab Report</p>	<p>Lab Report</p>	<p>Lab Report</p>	<p>Lab Report</p>
<p><b>Summative Assessment</b></p>	<p>Scheduled in two weeks September, 8<sup>th</sup> and 9<sup>th</sup></p>				
<p><b>Materials and Resources</b></p>	<p>Lab material, color pencils, graph paper, dry erase markers, metric stick, composition notebook, scientific tools (beaker, graduated cylinder, balance, etc.)</p>				