|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week**  **Of**  **Sept.7-11, 2015** | **Jennings Senior High** | | | | |
| **Subject: Biology and Honors Biology** | | | **Grade Level: 9-12** | **Instructor(s): Ms. C. White** | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Key Concepts -Learning**  **Targets /Daily Objective** | No School  Labor Day | Students will analyze an experiment and identify the components (IV, DV, etc.) and explain the design. | Students will make qualitative and quantitative observations using the appropriate tools and equipment to gather data (e.g., triple beam balance thermometers, metric ruler.) | Students will work with various equipment to accurately measure mass and length and use the proper units (grams and meters. | Students will work with various equipment to accurately measure mass and length and use the proper units (grams and meters. |
| **Common Core**  **Standards** | **7.1A.B; 7.1.B.a;7.1.D.a;7.1.C.b;7.1.A.a** | | | | |
| **Ab.** |  | 1,2 | 1,2 | 3,4 | 3,4 |
| **Vocabulary** |  | 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 |
| **Class Procedures/Lesson Design** |  | **Do Now: (10-15 mins)**    Felicia is preparing a class presentation about the change in the classroom’s temperature over one week. What type of graph (bar or line) would be the best way for Felicia to display her data?  What is the mean/average of the data set below?  5mL, 13mL, 2mL, 6mL, 5mL, 7mL, 11mL | **Do Now: (10-15 mins)**    Felicia is preparing a class presentation about the change in the classroom’s temperature over one week. What type of graph (bar or line) would be the best way for Felicia to display her data?  What is the mean/average of the data set below?  5mL, 13mL, 2mL, 6mL, 5mL, 7mL, 11mL | **Do Now: (10-15 mins)**    Review Quiz 8 questions | **Do Now: (10-15 mins)**    Review Quiz |
|  | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1**  **(20 mins)**  Review Study Guide  (**40 mins)**  Activity 2 – Stations Activities  Students will visit 2 of the 3 stations   * Variables Foldable * Design an experiment * Graphing activity   **(20 min)**  Mini quiz on Sci Inq. to quickly assess readiness for test (8 questions) | **Whole Group Lesson Introduction/Anticipatory Set**  **Activity 1**  **(20 mins)**  Review Study Guide  (40 mins)  **Activity 2** – Stations Activities  Students will visit 2 of the 3 stations   * Variables Foldable * Design an experiment * Graphing activity   **(20 min)**  Mini quiz on Sci Inq. to quickly assess readiness for test (8 questions) | **Whole Group Lesson Introduction/Anticipatory Set**  **(10 mins)**  **Activity 1**  Review for Scientific Inquiry Assessment quiz  **(45 min)**  **Activity 2**  Students will have ~ 45 minutes to complete the Scientific Inquiry Assessment (25 questions).  **Activity 3**  Students will have ~ 30 mins to complete PE.  **Activity 4**  Students will determine the meaning of words using Prefix and Suffix | **Whole Group Lesson Introduction/Anticipatory Set**  **(10 mins)**  **Activity 1**  Review for Scientific Inquiry Assessment quiz  **(45 min)**  **Activity 2**  Students will have ~ 45 minutes to complete the Scientific Inquiry Assessment (25 questions).  **Activity 3**  Students will have ~ 30 mins to complete PE.  **Activity 4**  Students will determine the meaning of words using Prefix and Suffix |
| **Highly Tested CLE:**  **(EOC/ACT Time)**  **20 Min. Devoted to EOC/ACT Skill Reinforces (20 Minutes)** |  | **7.1.A.a**. Formulate testable questions and hypotheses  7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses  7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses  7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses  7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements |
| **Daily Formative Assessment (5-10 Minutes)** |  | Quiz (8 questions) | Quiz (8 questions) | Scientific Inquiry Assessment and Performance Event (PE) | Scientific Inquiry Assessment and Performance Event (PE) |
| **Summative Assessment** | Scientific Inquiry Assessment is scheduled for September, 10th and 11th | | | | |
| **Materials and Resources** | Lab materials, dry erase markers, composition notebook, scientific tools (beaker, meter stick/metric ruler, graduated cylinder, balance, etc.), and SMART Board. | | | | |
|  |  | | | | |