|  |  |
| --- | --- |
| **Week****Of****Aug 31– Sept. 4, 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**  | Students will work with various equipment to accurately measure mass, length, and volume with correctly units (grams, liters, and meters.  | 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 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.** | 3,4 | 1,2 | 1,2 | 3 | 3 |
| **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 | 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: (20 mins)**Scientific Inquiry quiz – Students will be given a scenario, they will read and write the (IV, DV, Hypothesis, Control, Experimental Group and Conclusion) ~15 min  | **Do Now: (10-15 mins)**Students will review the previous quiz (scenarios) to learn from mistakes. 5 different scenarios will be discussed (IV, DV, Control and Hypothesis will be the focus)  | **Do Now: (10-15 mins)**Students will review the previous quiz (scenarios) to learn from mistakes. 5 different scenarios will be discussed (IV, DV, Control and Hypothesis will be the focus)  | **Do Now: (10-15 mins)**Students will have a 19 (MC) questions quiz to differentiate between Qual/Quant measurements | **Do Now: (10-15 mins)**Students will have a 19 (MC) questions quiz to differentiate between Qual/Quant measurements |
| **Whole Group Lesson Introduction/Anticipatory****(60 mins)****Activity 1**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 correct units (meter, liter, grams)Students will turn in the completed lab report – Alka-Seltzer in composition notebooks | **Whole Group Lesson Introduction/Anticipatory Set****Activity 1****(10 mins)**Notes on Qualitative and Quantitative observations**(15 mins)****Activity 2** – A Venn Diagram to compare and contrast the 2 new terms**(40 min)****Activity 3**Students will work in groups and identify (provided objects) Qualitative and Quantitative measurements. | **Whole Group Lesson Introduction/Anticipatory Set****Activity 1****10 mins)**Notes on Qualitative and Quantitative observations**(15 mins)****Activity 2** – A Venn Diagram to compare and contrast the 2 new terms**(40 min)****Activity 3**Students will work in groups and identify (provided objects) Qualitative and Quantitative measurements.Homework – create a foldable to differentiate between Qual and Quantitative measurements | **Whole Group Lesson Introduction/Anticipatory Set****(40 mins)****Activity 1**Using the various components of the scientific method, students will use various tools to accurately measure mass and length and correctly identify the proper units (grams and meters**(40 min)****Activity 2**Students will be provided the study guide for the scientific method assessment scheduled for September 10 and 11)(Homework)Use study guide to prepare for Scientific assessment. | **Whole Group Lesson Introduction/Anticipatory Set****(40 mins)****Activity 1**Using the various components of the scientific method, students will use various tools to accurately measure mass and length and correctly identify the proper units (grams and meters**(40 min)****Activity 2**Students will be provided the study guide for the scientific method assessment scheduled for September 10 and 11)(Homework)Use study guide to prepare for Scientific assessment. |
| **Highly Tested CLE:** **(EOC/ACT Time)****20 Min. Devoted to EOC/ACT Skill Reinforces (20 Minutes)** | **7.1.A.a**. Formulate testable questions and hypotheses7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements | **7.1.A.a**. Formulate testable questions and hypotheses7.1.A.g Evaluate the design of an experiment and make suggestions for reasonable improvements |
| **Daily Formative Assessment (5-10 Minutes)** | QuizLab report | Review Quiz | Review Quiz | Quiz | Quiz |
| **Summative Assessment** | Scientific Inquiry Assessment is scheduled for September, 10h and 11th  |
| **Materials and Resources** | Lab materials, dry erase markers, composition notebook, scientific tools (beaker, meter stick/metric ruler, graduated cylinder, balance, etc.) |
|  |  |