ARC Week at Glance

Topic: Genetic Expression: Course: Biology Grade(s): 10-12 Dates: 01/20/25-01/24/25

	Learning Target (I am learning about…)	Criteria for Success (I can…)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			*(Include at least one/two formatives*in any part of the lesson as needed)*		
Monday	School Holiday				
Tuesday	I can construct an argument based on evidence to support the claim that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions)	I can construct an explanation based on evidence to support the claim that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions)	Do Now: No Do Now (Asynchronous Learning Day)	The student will continue the rest of the mutations assignment with assistance as needed from the teacher.	The student will complete the mutations assignment Students will complete a 3-2-1 Exit slip (Google Form) to communicate what they have learned.

Wednesday	I am learning how the structures of DNA and RNA lead to the expression of information within the cell via the processes of replication, transcription, and translation.	I can construct an explanation of how the structures of DNA and RNA lead to the expression of information within the cell via the processes of replication, transcription, and translation.	Do Now: Describe a mutation. Provide a visual. There will be no Do Now if it is an Asynchronous Learning Day.	Students will begin the instruction portion of the Blended Learning assignment on "Protein Synthesis".	Students will complete the instruction and may begin and complete the Protein Synthesis quiz. Students will complete a 3-2-1 Exit Slip.

Thursday	I can construct an argument based on evidence to support the claim that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions)	I can construct an explanation based on evidence to support the claim that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions)	Do Now: State a type of mutation. Provide a visual. The teacher will provide students with an assignment on the mutations. The teacher will model how to complete the assignment.	Students will complete the lesson on Genetic Variations. Thes students will be presented with the prompt: How can genetic variations result from non-lethal errors?	Using Cornell Notes, students will state how genetic variations result from non-lethal errors (insertions, deletions, substitutions) Students will complete a 3-2-1 Exit Slip.

Friday	I can construct an argument based on evidence to support the claim that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions)	I can construct an explanation based on evidence to support the claim that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions)	Do Now: What is genetic variation?	Students will conduct a Jigsaw on insertion, deletions, and substitutions to support their argument that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions) Students will state their assertions using chart paper.	Students will discuss their Jigsaw on insertion, deletions, and substitutions to support their argument that inheritable genetic variations may result from: non-lethal errors occurring during replication (insertions, deletions, substitutions) Students will conduct a gallery walk of other students' assertions and complete a 3-2-1 from what they have learned.

**Please highlight your literacy tasks, your major grades and your minor grades. I suggest color coding.