# ARC Week at Glance

## Topic: Genetics: Course: Biology Grade(s): 10-12 Dates: 03/10/25-03/14/25

| | Learning Target (I am learning about…) | Criteria for Success (I can…) | Activation/ Instruction | Collaboration/ Guided Practice | Independent Learning/ Assessment |
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| | | | *(Include at least one/two formatives*in any part of the lesson as needed)* | | |
| Monday | I am learning how to obtain, evaluate, and communicate information to analyze how genetic information is expressed in cells. | I can obtain, evaluate, and communicate information to analyze how genetic information is expressed in cells. | Do Now: Asynchronous Day | Students will complete the Punnett Square Practice Sheet. | Students will complete the Punnett Square Practice Sheet. |
| Tuesday | I am learning how to use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability. | I can use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability. | Do Now: What do you want to know about Gregor Mendel? | Students will complete a Nearpod Lesson on Gregor Mendel. | Students will complete a Nearpod Lesson on Gregor Mendel and complete a 3-2-1 Exit Slip. |

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| Wednesday | I am learning how to use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability. | I can use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability. information is expressed in cells. | Do Now: Sample Dihybrid Cross<br><br>The teacher will conduct a mini lesson on creating a Frayer Model. | The students will create a Frayer Model on Sexual and Asexual Reproduction with the aid of the teacher. | The students will create a Frayer Model on Sexual and Asexual Reproduction |
| Thursday | I am learning how to obtain, evaluate, and communicate information to analyze how biological traits are passed on to successive generations. | I can use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability. | Do Now: What is sexual reproduction<br><br>The teacher will introduce a summative project on Baby Lab | Students will complete Sexual and Asexual Reproduction Frayer Model and begin summative project with the aid of the teacher. | Students will complete Sexual and Asexual Reproduction Frayer Model and begin summative project. |

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| Friday | I am learning how to obtain, evaluate, and communicate information to analyze how biological traits are passed on to successive generations. | I can use Mendel's laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability.<br>. | Do Now: What is sexual reproduction | The students will continue and complete the baby lab summative project. | The students will complete the baby lab summative project. |
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