

		Monday	Tuesday	Wednesday	Thursday	Friday
Less on Fo unda tions	Focus Standard Objective Sub-objectives	G.5 S.4 C.2 P.O2 I will understand the basic principles of Heredity with Mitosis, Environment, & Learned Traits.	G.5 S.4 C.2 P.O2 I will understand the basic principles of Heredity with Mitosis, Environment, & Learned Traits.	G.5 S.4 C.2 P.O2 I will understand the basic principles of Heredity with Mitosis, Environment, & Learned Traits.	G.5 S.4 C.2 P.O2 I will understand the basic principles of Heredity with Mitosis, Environment, & Learned Traits.	G.5 S.4 C.2 P.O2 I will understand the basic principles of Heredity with Mitosis, Environment, & Learned Traits.
	Essential Learning/Big Idea/Essential Questions	What other characteristics are passed from parent to off-spring? What could cause twins to be born after a cell divides? What are the stages of an organism’s life-cycles? When organisms grow and mature, what is that stage of life called? How does cell-division help organisms grow?	What strands of life contain information about how an organism will look like? What is an inherited trait? How does a flower become short, while another flower grows tall? How do two parent dogs that are yellow in color produce puppies that are black, brown, and spotted in their coloring of their coats? What is a Dominant Trait?	Experiment #1 Research Dr. Gregor Mendel. Find out about his experiments with Pea-Flowering Plants. Write a report. ----- Experiment #2 Heads or Tails Experiment. ----- Experiment #3 Choose a Physical Trait that is inherited by your family. Take a straw-poll of your class-mates that may have the same traits.	What is Instinctual Behavior? What is Learned Behavior? What affects does instincts have on an animal’s survival? How are most animal Behaviors Learned? How can the Environment affect future generations of organism?	Assessment #2 and AZ Merit Practice Writing on Heredity, Mitosis, Environment, & Learned Traits.
	Resources	Harcourt Textbooks, Google Research engine on-line, Mr. King’s personal research.	Harcourt Textbooks, Google Research engine on-line, Mr. King’s personal research.	Harcourt Textbooks, Google Research engine on-line, Mr. King’s personal research.	Harcourt Textbooks, Google Research engine on-line, Mr. King’s personal research	Harcourt Textbooks, Google Research engine on-line, Mr. King’s own research.
	Vocabulary	“Circle of Life”, mitosis, chromosome, inherited trait, dominant trait, recessive trait, gene, instinct, environment, learned behavior.	“Circle of Life”, mitosis, chromosome, inherited trait, dominant trait, recessive trait, gene, instinct, environment, learned behavior.	“Circle of Life”, mitosis, chromosome, inherited trait, dominant trait, recessive trait, gene, instinct, environment, learned behavior.	“Circle of Life”, mitosis, chromosome, inherited trait, dominant trait, recessive trait, gene, instinct, environment, learned behavior.	“Circle of Life”, mitosis, chromosome, inherited trait, dominant trait, recessive trait, gene, instinct, environment, learned behavior.
Focu s Les son	Connections I Do (Teacher Model)	Teacher demonstrates lesson’s vocabulary and definitions. Teacher show’s how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson’s vocabulary and definitions. Teacher show’s how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson’s vocabulary and definitions. Teacher shows how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson’s vocabulary and definitions. Teacher shows how to write clip notes, highlight key points, and prepare for notes in the lesson.	Teacher demonstrates lesson’s vocabulary and definitions. Teacher shows how to write clip notes, highlight key points, and prepare for notes in the lesson.
Guid ed Pr act ice	We do You do together	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.	Teacher and students work together to make sense of lessons essential questions and vocabulary. Students and Teacher record answers in our class notebooks.

Independent Learning	You do	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.	Students then use Team-Time and Partner-Time to discuss essential questions again with partners, and sometimes with the teacher individually. Homework is also assigned for extra learning on Essential Questions.
Closure		Ask your parents what physical Characteristics you may have inherited from them? Ie: Flat feet, or Left-Handedness?	Do you have Animals or Pets at home? What Dominant Traits do you observe in your animals in your life?	What are some genetic mutations that exist in your world? Diseases or troubles that you have observed in your lifetime?	What Learned Behaviors have you noticed in your everyday travels from school to home? How many times do people actually open the door and are polite when someone wants to go into Circle K, or McDonalds?	Good Scientific Work this week Falcons, have a good weekend!
Homework		The Students will write 5 minute ticket out the door homework assessments to answer the "Big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "Big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "big essential question of the day".	The Students will write 5 minute ticket out the door homework assessments to answer the "big essential question of the day".