Friday, January 18th, 2013

Unit: DNA Topic: Cell Cycle	Date: 1/18/2013 Class: Biology

Illinois Objectives:
12.11.13 Identify and be able to apply the following concepts: trait, alleles, dominant allele, recessive allele, gametes, genotype, homozygous, heterozygous, chromosome, meiosis, and mitosis.

Michigan Biology Objectives:
B4.3A Compare and contrast the processes of cell division (mitosis and meiosis), particularly as those processes relate to production of new cells and to passing on genetic information between generations.

My Lesson Objectives:
- List the steps of the cell cycle in order.
- Explain what occurs during each step in the cell cycle.
- Identify types of cells that are able to enter the cell cycle.

Activities:	Materials/Equipment:
● Quiz: Covering content from the week over transcription and translation. (10 minutes) ● Bellringer (5 minutes) How old are you? Predict: Are your cells the same age as you? Why or why not? ● Cell Cycle: POGIL (30 minutes) Students will engage in a process-oriented guided inquiry activity where they look at information about the cell cycle and analyze it to determine how the cell cycle works, why the cells go through the cell cycle, and specific information related to each stage. ● Exit Ticket (5 minutes) Did your prediction about the age of your cells match this data? Why or why not? Why would it be important for some cells to be able to replicate through the cell cycle? Why would it be important for some cells to not replicate as easily in the cell	● copies of the quiz ● copies of the cell cycle worksheet ● Scrap paper for bellringer/exit ticket

cycle?	

Assessment: (Embedded, Formal)

Embedded:

- Bellringer: Student predictions and explanations to " how old are you?"
- Student responses on the POGIL activity.
- Exit Ticket: Student explanations on how old their cells are based on information they received from the lesson.

Formal:

1 Quiz: Summative assessment from the material on transcription/translation that we covered this week.