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| 4/12-4/16 |
| Teacher:Amanda Longhenry | Course: biology Zoom link: <https://sdk12.zoom.us/j/92632249688?pwd=UHpUWFlLbGp2OTdVRVZIVUw3MjFrZz09> |
| Email: Amanda.longhenry@k12.sd.us | Online Textbook: <https://sso.rumba.pk12ls.com/sso/login?profile=eb&service=https://cat.easybridge.pk12ls.com/ca/dashboard.htm&EBTenant=CSD71-SD> |
| Mission: Motivate… Educate… Empower | Vision: Provide a quality education that empowers students for success |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Content** **Standard(s)** |  | HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (SEP: 2; DCI: LS1.B; CCC: Systems) | HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (SEP: 2; DCI: LS1.B; CCC: Systems) | HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (SEP: 2; DCI: LS1.B; CCC: Systems) | HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. (SEP: 2; DCI: LS1.B; CCC: Systems) |
| **Objective(s)** | Students learn about bias in society and science | Students write about their experience with bias and how bias can affect science. | Students will learn to fill in Punnett squares and practice working with them. | Students will learn dihybrid Punnett squares and learn Mendel’s three laws of genetics | Students will review vocabulary words by playing vocabulary games with their classmates or on their own. |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Watch documentary and take a page of notes | Write three paragraphs explaining bias, their bias, bias affecting them, how bias affects science. | Punnett square doodle notes for binder, then practice on worksheets with me. | Notes on three laws of genetics then practice dihybrid Punnett squares to show independent assortment | Play blooket, gimkit, or bingo. Class choice- Study/review 11.1 and 11.2 vocabulary words. |
| **Homework/ Due Date** |  | Writing assignment |  | Punnett square assignment | Play choice of games to review vocab. |
| **Additional Comments** | NONE | NONE | NONE | NONE | NONE |

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| Email: Amanda.longhenry@k12.sd.us | Online Textbook: <https://sso.rumba.pk12ls.com/sso/login?profile=eb&service=https://cat.easybridge.pk12ls.com/ca/dashboard.htm&EBTenant=CSD71-SD> |
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| **Content** **Standard(s)** |  | HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (SEP: 6; DCI: LS4.B, LS4.C; CCC: Cause/Effect) | HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. (SEP: 7; DCI: LS3.B; CCC: Cause/Effect) | HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. (SEP: 1; DCI: LS1.A, LS3.A; CCC: Cause/Effect) | HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. (SEP: 6; DCI: LS4.B, LS4.C; CCC: Cause/Effect) |
| **Objective(s)** | Gene editing- watch DNA documentary | Continue gene editing video | Juniors will be gone for testing | DNA webquest | DNA webquest |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Watch the DNA documentary and take notes | Continue watching the DNA documentary and take notes | Juniors will be gone for testing, seniors will use this as a work day. | DNA webquest | DNA webquest |
| **Homework/ Due Date** |  |  |  |  | DNA webquest due |
| **Additional Comments** |  |  |  |  |  |
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