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| 4/19-4/23 | | | | | | |
| 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)** | Review vocab  11.1 and 11.2 | | Students will learn to create and work with dihybrid Punnett squares. | Students will practice dihybrid Punnett squares and complete a worksheet | Students will review vocabulary terms. | Students will be quizzed over the ch 11.1 and 11.2 vocabulary terms |
| **Bellringer** |  | |  |  |  |  |
| **Activity/ Lesson** | Play gimkit and blooket | | Write notes and practice problems | Practice problems | Review vocab -bingo, quizlet live | Quiz |
| **Homework/ Due Date** |  | |  | Practice problems |  | quiz |
| **Additional Comments** | NONE | | NONE | NONE | NONE | NONE |

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| Teacher:  Amanda Longhenry | | Course: Adv. Bio  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-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)** | Students will learn DNA replication | | Students will demonstrate knowledge of dna replication | Juniors will be gone for testing | Review for quiz | DNA Replication quiz |
| **Bellringer** |  | |  |  |  |  |
| **Activity/ Lesson** | Edpuzzle and class flashcard activity | | Big foldable in groups | Juniors will be gone for testing, seniors will use this as a work day. | Review for quiz | quiz |
| **Homework/ Due Date** |  | |  |  |  | DNA webquest due |
| **Additional Comments** |  | |  |  |  |  |
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