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| 4/26-4/30 |
| 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)** | Senses video | Essay | Dihybrid practice. Codominant and Incomplete dominant practice | Meiosis | Meiosis |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Senses video in class | Write an essay about your sensesCh 11.3 and 11.4 vocab words - optional | Worksheet, interact in class while discussing codominant and incomplete | Meiosis notes and class discussion | Ch 11.3 and 11.4 vocab due More meiosis - gizmo |
| **Homework/ Due Date** |  |  |  |  |  |
| **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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|  | **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)** | Video about senses and observations | game on googleclassrom and class discussand complete essay about senses | Students will review DNA structure and replication | Hardy Weinberg equilibrium principle | Hardy Weinberg equilibrium principle |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** |  |  | Worksheet | Notes and worksheet | Notes and worksheet |
| **Homework/ Due Date** |  |  |  |  |  |
| **Additional Comments** |  |  |  |  |  |
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