|  |
| --- |
| 4/6-4/9 |
| 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)** | No school | 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 will be introduced to mendelian genetics  | Students will be engaged in a microscope lab, discovering different slides | Continue lab | Students will understand basic genetics |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** |  | Genetics bingoEdpuzzleOptional note cards | Lab – pairs discover mystery slides and tell how large each item is | Continue lab | Questions from 11.1 together for part of it, independent last 20 minutes |
| **Homework/ Due Date** |  | Edpuzzle |  | Lab |  |
| **Additional Comments** | NONE | NONE | NONE | NONE | NONE |

|  |  |
| --- | --- |
| 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)** | No school | 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 review for the upcoming test | Juniors may be gone- Review for upcoming test | Test – Genetics, monohybrid and dihybrid Punnett squares, recombination frequency, and gene linkage. Also genetics history | Students will review prior information of DNA and learn the history of it. |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** |  | Find review on Google classroom, Work on as a class. | Review for test | Test | Students work on 1st half of questions with me, then work independently |
| **Homework/ Due Date** |  | None | None | Test | Questions will be due Monday |
| **Additional Comments** |  |  |  |  |  |
|  |  |  |  |  |  |