|  |
| --- |
| 3/15-3/19 |
| 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-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-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-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-LS3-2 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) |
| **Objective(s)** | Learn stages of mitosis and vocabulary regarding cell division | Model all stages of mitosis  | Comprehend cell division vocabulary. | Students will be engaged in an edpuzzle as the class watches and answers questions about the video.  | Students will review the week’s content and look ahead at cancer. |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Mitosis bingo- with prizes | View stages of mitosis using a microscope then answering evaluative questions | Vocabulary Quiz | Ch 10.3 Learn about Cancer and how cells divide uncontrollably | Continue learning about cancer.  |
| **Homework/ Due Date** |  | 10.1 and 10.2 vocabulary note cards and oreo model |  | Comprehension worksheet |  |
| **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)** | HS-LS3-3Apply concepts of statistics and probability to explain the variation and distribution of expressed 32 traits in a population.  | HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed 32 traits in a population | HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed 32 traits in a population | HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed 32 traits in a population | HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed 32 traits in a population |
| **Objective(s)** | Students will be engaged in notetaking and can practice punnett squares together. | Students will be engaged in notetaking and can practice punnett squares together. | Students will be engaged in notetaking and can practice punnett squares together. | Students will be engaged in notetaking and can practice punnett squares together. | Student will continue learning genetics, working on various Punnett squares, codominant, incomplete dominance, multiple alleles |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Genetics notes and dihybrid Punnett square practice | Genetics notes and codominant Punnett square practice | Genetics notes and incomplete dominance Punnett square practice | Genetics notes and multiple allele prediction practice.Blood typing lab | Work on rest of this week’s overflow. |
| **Homework/ Due Date** |  |  |  |  |  |
| **Additional Comments** |  |  |  |  |  |
|  |  |  |  |  |  |