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| 3/8-3/11 |
| 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) | \ |
| **Objective(s)** | Learn stages of mitosis and vocabulary regarding cell division | Model all stages of mitosis plus interphase using sandwich cookies and colored sprinkles | Comprehend cell division vocabulary and stages of mitosis | Review cell division vocabulary in shortened classes | No school |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Mitosis Doodle notes then create 10.1 and 10.2 vocab notecards | Model Mitosis with Oreo cookies | Vocab Bingo and comprehension worksheet | Review vocabulary with Gimkit.com | No school |
| **Homework/ Due Date** |  | 10.1 and 10.2 vocabulary note cards and oreo model |  | Comprehension worksheet |  |
| **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-LS4-2 | HS-LS4-2 | HS-LS4-2 | HS-LS4-2 |
| **Objective(s)** | Students will be engaged learning visible mendelian traits. Students will take notes on Punnett squares | Students will practice monohybrid Punnett square problems on paper and by drawing their own genetic snowman. | Students will answers questions regarding genetics | Students will practice Dihybrid Punnett squares | No school |
| **Bellringer** |  |  |  |  |  |
| **Activity/ Lesson** | Genetics Bingo and Punnett square doodle notes | Punnet square practice problems and Genetics: phenotypes for frosty activity. | Cornell notes 11.1 and 11.2 | Dihybrid Punnett square practice. | No School |
| **Homework/ Due Date** |  |  | Punnett square practice and genetics phenotypes for frosty activity | Cornell notes due |  |
| **Additional Comments** |  |  |  |  |  |
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