*Unit 6. DNA and Inheritance

Content Area: **Science**
Course(s): **Biology CP, Biology Honors, STEM Biology Honors**
Time Period: **March**
Length: **12 Blocks**
Status: **Published**

Unit Summary

Students analyze data develop models to make sense of the relationship between DNA and chromosomes in the process of cellular division, which passes traits from one generation to the next. Students determine why individuals of the same species vary in how they look, function, and behave. Students develop *conceptual models* of the role of DNA in the unity of life on Earth and *use statistical models* to explain the importance of variation within populations for the survival and evolution of species. Ethical issues related to genetic modification of organisms and the nature of science are described. Students explain the mechanisms of genetic inheritance and describe the environmental and genetic causes of gene mutation and the alteration of gene expressions. The crosscutting concepts of *structure and function*, *patterns*, and *cause and effect* are used as organizing concepts for the disciplinary core ideas. Students also use the science and engineering practices to demonstrate understanding of the disciplinary core ideas.

This unit is based on HS-LS3-1, HS-LS3-2, HS-LS3-3

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Enduring Understandings

- The genes that encode for the proteins that determine an individual's characteristics are passed from one generation to the next via large DNA molecules known as chromosomes.
- Environmental factors can affect genetic inheritance, and therefore affect the expression of genes and specific characteristics in the population.
- Changes seen at the molecular level in DNA affect the function at the molecular, organismal, and population scales.

Essential Questions

- How is it possible for the DNA of all humans to be 99.9% similar if we all look and act so differently?
- If siblings have the same parents, why don't they look identical to each other?
- How can patterns of inheritance be explained or predicted using our knowledge of chromosomal inheritance?
- How do random mutations, and mutations induced by environmental factors, that occur during DNA replication affect gene expression and the organism/population as a whole?

Student Learning Objectives (PE, SEP, DCI, CCC) & Aligned Standards

Performance Expectations

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.[*Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.*]**(HS-LS3-1)**

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.*[Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]***(HS-LS3-2)**

Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. [Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and env ironmental factors in the expression of traits.] [Assessment Boundary : A ssessment does not include Hardy -Weinberg calculations.] **(HS-LS3-3)**

Science and Engineering Practices

Analyzing and Interpreting Data

- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (HS -LS3-3)

Engaging in Argument from Evidence

- Make and defend a claim based on ev idence about the natural world that reflects scientific knowledge, and student-generated ev idence. (HS-LS3-2)

Asking Questions and Defining Problems

- Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1)

Disciplinary Core Ideas

LS1.A: Structure and Function

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (secondary to HS-LS3-1)

LS3.A: Inheritance of Traits

- Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in

DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways.
- Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (HS-LS3-1)

LS3.B: Variation of Traits

- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (HS-LS3-2)
- Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (HS-LS3-2; HS-LS3-3)

Crosscutting Concepts

Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HSLS3-1; HSLS3-2)

Scale, Proportion, and Quantity

- Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (HS-LS3-3)

HS-LS1	From Molecules to Organisms: Structures and Processes
HS.SF	Structure and Function
HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
SEP.1.a	Ask questions
CCC.2	Cause and effect: Mechanism and explanation.
SEP.1.a.2	that arise from examining models or a theory, to clarify and/or seek additional information and relationships.
CCC.2.1	students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects.
CCC.3	Scale, proportion, and quantity.

HS-LS1-1.LS1.A.2	All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells.
HS-LS3	Heredity: Inheritance and Variation of Traits
SEP.6	Constructing Explanations and Designing Solutions
HS.IVT	Inheritance and Variation of Traits
HS-LS1-4	Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
SEP.6.b	Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
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.
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	Engaging in Argument from Evidence
SEP.7.e	Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1.LS3.A	Inheritance of Traits
HS-LS3-1.LS3.A.1	Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function.
HS-LS3-2.LS3.B.1	In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited.
HS-LS3-2.LS3.B.2	Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.
SCI.9-12.3.5	Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

Concepts & Formative Assessment

Part A: *What can't two roses ever be identical?*

Concepts

- All cells contain genetic information in the form of DNA molecules.
- Genes are regions in the DNA that contain the instructions that code for the formation of proteins.
- Each chromosome consists of a single, very long DNA molecule, and each gene on the chromosome

is a particular segment of that DNA.
- The instructions for forming species' characteristics are carried in the DNA.
- All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways.
- Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have, as yet, no known function.
- Empirical evidence is required to differentiate between cause and correlation and to make claims about the role of DNA and chromosomes in coding the instructions for the characteristic traits passed from parents to offspring.

Formative Assessment

Students who understand the concepts are able to:

- Ask questions that arise from examining models or a theory to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parent to offspring.
- Use empirical evidence to differentiate between cause and correlation and make claims about the role of DNA and chromosomes in coding the instructions for characteristics passed from parents to offspring.

Part B: *How does inheritable genetic variation occur?*

Concepts

- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation.
- Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation.
- Environmental factors can also cause mutations in genes, and viable mutations are inherited.
- Environmental factors also affect expression of traits, and hence affect the probability of occurrence of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors.
- Empirical evidence is required to differentiate between cause and correlation and to make claims about inheritable genetic variations resulting from new genetic combinations through meiosis, viable errors occurring during replication, and/or mutations caused by environmental factors.

Formative Assessment

Students who understand the concepts are able to:

- Make and defend a claim based on evidence that inheritable genetic variations may result from new genetic combinations through meiosis, viable errors occurring during replication, and/or mutations caused by environmental factors.
- Use data to support arguments for the ways inheritable genetic variation occurs.
- Use empirical evidence to differentiate between cause and correlation and make claims about the ways inheritable genetic variation occurs.

Resources

Structure and Function: Stem Cell: Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.

DNA Transcription and Translation Simulation: Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships.

Growth and Development: Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

Mitosis: Develop and/or use a model to generate data to support explanations, predict phenomena, analyze systems, and/or problems.

Embryonic Development: Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field with available resources and, when appropriate, frame a hypothesis based on a model or theory.

Inheritance and Variation: Genetic Variation: Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.

Genetics: Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.

Suggested Assessments

- Construct a model of meiosis that explains how it increases genetic variation in a population
- Ask questions or find empirical data/evidence that challenges Mendelian patterns of inheritance
- Analyzing mutations lab - predict the effect of a specific mutation on the health of an organism

Connecting with English Language Arts Literacy and Mathematics

English Language Arts/Literacy

- Cite specific textual evidence to support analysis of science and technical texts describing the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring, resolving conflicting information when possible.
- Cite specific textual evidence to support analysis of science and technical texts describing the ways that inheritable genetic variation occurs, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Write arguments, based on evidence, that inheritable genetic variations may result from new genetic combinations through meiosis, viable errors occurring during replication, and/or mutations caused by environmental factors.

Mathematics

- Represent symbolically evidence that inheritable genetic variations may result from new genetic combinations through meiosis, viable errors occurring during replication, and/or mutations caused by environmental factors, and manipulate the representing symbols. Make sense of quantities and relationships to describe and predict the ways in which inheritable genetic variation occurs.
- Represent the variation and distribution of expressed traits in a population symbolically and manipulate the representing symbols. Make sense of quantities and relationships to describe and predict the variation and distribution of expressed traits in a population.

Modifications

Teacher Note: Teachers identify the modifications that they will use in the unit. The unneeded modifications can then be deleted from the list.

- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)
- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles,

and biographies).

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Research on Student Learning

When asked to explain how physical traits are passed from parents to offspring, elementary-school, middle-school, and some high-school students express the following misconceptions: Some students believe that traits are inherited from only one of the parents (for example, the traits are inherited from the mother, because she gives birth or has most contact as children grow up; or the same-sex parent will be the determiner). Other students believe that certain characteristics are always inherited from the mother and others come from the father. Some students believe in a "blending of characteristics." It may not be until the end of 5th grade that some students can use arguments based on chance to predict the outcome of inherited characteristics of offspring from observing those characteristics in the parents.

Early middle-school students explain inheritance only in observable features, but upper middle-school and high-school students have some understanding that characteristics are determined by a particular genetic entity which carries information translatable by the cell. Students of all ages believe that some environmentally produced characteristics can be inherited, especially over several generations (NSDL, 2015).

References

Adapted from the New Jesery NGSS Science Model Curriclum