

# **5. Unit 5- Genetics: DNA, Inheritance, and Variation of Traits (Life Science) Copied from: Biology H/Lab (5.0) (Life Science), Copied on: 12/15/21**

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Biology H, High School**

**Genetics: DNA, Inheritance, and Variation of Traits**

**Belleville Board of Education**

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## **Unit Overview**

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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

## **Enduring Understanding**

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- Cellular information passes from one generation to another

- All cells contain genetic information in the form of DNA molecules.
- DNA has a double helix structure and it plays the main role in genetic inheritance
- The synthesis of proteins outside the nucleus, begins with the transcription of a part of the DNA code, inside the nucleus.
- Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation.
- Genetics can be used to study human inheritance, through the study of probability, and observed patterns.
- Environmental factors affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variations and distributions of traits observed depend on both genetic and environmental factors

## Essential Questions

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- How are characteristics from one generation related to the previous generation?
- What are the processes involved with the different types of reproduction?
- Why is cellular reproduction vital to living organisms?
- What are the roles of DNA and RNA in the storage and transmittance of genetic information?
- How are patterns of genetic inheritance predicted?
- Why can't two roses ever be identical?
- How does inheritable genetic variation occur?
- Can a zoologist predict the distribution of expressed traits in a population?
- How does the structure of DNA determine the structure of proteins, and what is the function of proteins?
- What is the significance and impact of genetic engineering and biotechnology on human society?

## Exit Skills

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By the end of this Unit, students should be able to do the following:

- Use mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits
- 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.
- Model DNA replication, transcription and translation
- 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

- Explain how mutations may occur, whether they are gene or chromosome related
- Identify human genetic disorders from karyotype study
- Compare selective breeding with genetic engineering

## **New Jersey Student Learning Standards (NJSL-S)**

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### **Interdisciplinary Connections**

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MA.S-ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots).
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.4	Model with mathematics.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
MA.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
MA.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
MA.S-IC.A.1	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
MA.S-IC.B.6	Evaluate reports based on data.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CS.9-12.8.2.12.ETW.1	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.
CS.9-12.8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.

CS.9-12.8.2.12.ETW.3	Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.
CS.9-12.8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
CS.9-12.8.2.12.ITH.2	Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.9-12.ETW	Effects of Technology on the Natural World
CS.9-12.ITH	Interaction of Technology and Humans
	Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.
	Development and modification of any technological system needs to take into account how the operation of the system will affect natural resources and ecosystems. Impacts of technological systems on the environment need to be monitored and must inform decision-making. Many technologies have been designed to have a positive impact on the environment and to monitor environmental change over time.
	Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.

## Learning Objectives

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Students who understand the concepts are able to:

- Construct an explanation, for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
- Conduct a detailed examination of the structure and function of DNA.
- Evaluate models 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.
- 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.
- Apply concepts of statistics and probability (including determining function fits to data, slope, intercepts, and

correlation coefficient for linear fits) to explain the variation and distribution of expressed traits in a population.

- Use mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.
- Examine scientific data on the variation and distribution of traits in a population and predict the effect of a change in probability of traits as it relates to genetic and environmental factors.
- explain the role of Genetics technologies in everyday life. (i.e Gene Editing, Gel Electrophoresis, Polymerase Chain Reaction, Genetic Screening)
- Research and present the contribution of African-American biologists to science and society
- Research and present the contribution of LGBTQ+ biologists to science and society
- Research and present the effect of the Holocaust on life science
- Discuss the effect of global climate change on Earth’s environment

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

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- 23 and Me Article
- DNA Modeling Kits
- Greatest Discoveries Genetics: Video Discussion
- GMO Debate
- Using the Genetic Code Problems Set
- DNA Mutations Virtual Lab
- Punnet Square Probability Calculations
- Protein Synthesis Manipulative
- Meiosis Simulation
- Risky Genetics: Be a Genetic Counselor
- • Research and present the contribution of African-American biologists to science and society
- • Research and present the contribution of LGBTQ+ biologists to science and society
- • Research and present the effect of the Holocaust on life science
- • Discuss the effect of global climate change on Earth's environment

## **Assessment Evidence - Checking for Understanding (CFU)**

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Assessments Generated using ExamView Test Generator and Test Bank from Miller/Levine Biology 2017  
(Summative)

Common, Department Quarterly Benchmarks (Benchmark)

Oncourse Assessment Tools (Formative)

Do Now/Exit Ticket" Activity (Formative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## **Primary Resources & Materials**

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### **Prentice Hall: Biology**

Kenneth R Miller, Ph.D. - Joseph Levine, Ph.D. - New Jersey - Pearson Prentice Hall, Upper Saddle River - 2014

## **Ancillary Resources**

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- PearsonEasyBridge.com
- Chrome Book Projects/ Research/ Analysis
- Google Classroom
- On-line Databases via Media Center

## **Technology Infusion**

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- DNA Mutations Virtual Lab and Simulation
- Online Research Tools for Debate
- MS Powerpoint
- Google Drive
- Prezi
- Khan Academy
- Ted Talks
- Bozeman Science (Youtube)
- Windows Movie Maker
- Time Lapse
- Local Zoo

- Wikipedia
- Word Cloud Maker
- Memorylage

## Win 8.1 Apps/Tools Pedagogy Wheel



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

## **21st Century Skills/Interdisciplinary Themes**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **21st Century Skills**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **Differentiation**

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Utilize protein synthesis manipulatives.

Provide multiple examples of mRNA codon charts.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

## Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## **Special Education Learning (IEP's & 504's)**

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Students are provided with written notes and digital copies of presentations, as well as hard copy and digital textbook access.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary

- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **English Language Learning (ELL)**

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Students are provided with glossary in their native language.

Spanish speaking students may utilize Spanish Edition of Textbook for in class assignments.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **At Risk**

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Student provided access to digital learning tools via EasyBridge platform.

This should include virtual labs, presentations, videos, and practice questions.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices

- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Talented and Gifted Learning (T&G)**

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Students perform 'Gel Electrophoresis' experiment.

Students create and evaluate family pedigrees.

Students perform DNA extraction.

Students design, execute, and report on an experiment to test an original hypothesis.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

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Unit Name: Genetics

NJSLS: see Standards below

Interdisciplinary Connection: see Standards below

Statement of Objective: SWBAT research the effect of global climate change on human health and present his/her contribution to science and society as a small group project

Anticipatory Set/Do Now: Entrance ticket (MC&T/F): review of research techniques

Learning Activity: group research and oral/multimedia presentation activity

Student Assessment/CFU's: Entrance ticket, observation of research/visual presentation techniques using teacher checklist, rubric for presentation

Materials: Chromebooks with Google Classroom, posted lab activity worksheet, posted Use of Microscope refresher, microscopes, various slides of muscle tissue, sketch paper, pencils

21st Century Themes and Skills: see list below

Differentiation/Modifications: see list below

Integration of Technology: Chromebooks, internet access, Google Classroom, microscopes

### 21st Century Themes and Skills:

- Small group setting and instruction
- Preview content and concepts
- Group investigations
- Multisensory approach
- Behavior management plans
- Project-based learning
- Open-ended activities

### Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Small group setting

### Hi-Prep Differentiations:

- Group investigations
- Independent research and projects
- Multiple intelligence options
- Project-based learning
- Tiered activities/assignments

### Lo-Prep Differentiations

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Open-ended activities

LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
9-12.HS-LS1-1.LS1.A.1	Systems of specialized cells within organisms help them perform the essential functions of life.
9-12.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
9-12.HS-LS1-2.2.1	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
9-12.HS-LS1-2.LS1.A.1	Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.
9-12.HS-LS1-2.4.1	Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions— including energy, matter, and information flows—within and between systems at different scales.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.