Unit Overview

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

- 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**

• 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**

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 (NJSLS-S)

NextGen Science Standards

9-12.HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

9-12.HS-LS1-4.LS1.B.1 In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

9-12.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.

9-12.HS-LS3-1.LS1.A.1 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.

9-12.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.

9-12.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.

9-12.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.

9-12.HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

Interdisciplinary Connections
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.

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.

Reason abstractly and quantitatively.

Model with mathematics.

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.

Define appropriate quantities for the purpose of descriptive modeling.

Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

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.

Draw evidence from informational texts to support analysis, reflection, and research.

Evaluate reports based on data.

Represent data with plots on the real number line (dot plots, histograms, and box plots).

Write arguments focused on discipline-specific content.

**Learning Objectives**

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.

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

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**Suggested Activities & Best Practices**

- 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

**Assessment Evidence - Checking for Understanding (CFU)**
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
Prentice Hall: Biology


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

Technology Infusion
- 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

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack ‘Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where’s Waldo?
MS Excel
Flipboard

Ted Talks
Record Voice Pen

Originaally taken from http://www.coetail.com/Zimmer/files/2013/02/Pedagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @Charlottbeckerhurst
Create original works as a means of personal or group expression.

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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.

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2  Apply appropriate academic and technical skills.
CAEP.9.2.12.C.3  Identify transferable career skills and design alternate career plans.
CRP.K-12.CRP3  Attend to personal health and financial well-being.

21st Century Skills/Interdisciplinary Themes

- 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

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

Differentiation

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)**

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
- multiple test sessions
- multi-sensory presentation
- 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)**

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**

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)**
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**
Sample Lesson Provided in Unit 1