

**Daily Lesson Plans  
Chapter 7- Human  
Genetics**

**Academic Biology**

**Jan 27-31, 2020**

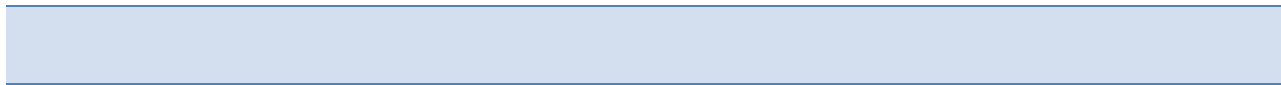
**Mrs. Linda Henry  
Unit: Heredity**

<b>Standards with Objectives</b>	<b>Activities</b>	<b>Evaluation</b>	<b>Enrichments</b>
<p>1. <b>3.1.10A5—relate life processes to cellular and sub-cellular levels structures and functions</b></p>	<p>Monday--Tuesday--go over HW. discuss gene linkage and chromosome maps. Assign students to complete the chromosome map</p>	<p>power notes for Chapter 7</p>	<p>Try the standards based assessment for this chapter on page 209 of your textbook. Many of these will be similar to your Biology Keystone Exam questions later this year!</p>
<p>2. assess student knowledge of meiosis and Mendelian genetics</p>	<p>Wednesday--go over the map activity and pass out the chromosomes and genetics handout. Students will work on packet in small groups</p>	<p>study guide for chapter 7</p>	<p>Adaptations for activities and tutoring:</p>
<p>3. relate dominance and recessive inheritance to human disorders</p>	<p>Thursday--collect packet from yesterday and explain how pedigrees work. Assign pedigree activities</p>	<p>chromosome map activity</p>	<p>1. Concept map</p>
<p>4. describe sex linked disorders</p>	<p>Friday--pass out the Chapter 7 review from the textbook. Students will work on questions in small group work</p>	<p>Chromosomes and genetics packet</p>	<p>2. Word search</p>
<p>5. describe differences between codominance and incomplete dominance</p>		<p>pedigree activities</p>	<p>3. Critical thinking essays</p>
<p>6. explain how polygenic traits work</p>		<p>Chapter 7 review</p>	<p>4. Flashcards</p>
			<p>5. Section reviews</p>
			<p>6. Chapter reviews</p>
			<p>7. Read chapter highlights</p>

<b>Daily Lesson Plans Chapter 7--Human genetics</b>	<b>Biology Laboratory (Every other day)</b>	<b>Jan 27-31, 2020</b>	<b>Mrs. Linda Henry Unit: Intro to Genetics</b>
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<b>PA Academic Standards and Objectives</b>	<b>Activities</b>	<b>Evaluations</b>	<b>Enrichment</b>
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| <p>1. <b>3.1.10A5—relate life processes to cellular and sub-cellular levels structures and functions</b></p> <p>2. <b>3.1.10.A6—identify the advantages of multicellularity in organisms</b></p> <p>3. <b>demonstrate how sex linked factors are passed along</b></p> <p>4. <b>explain how co dominant and incomplete dominance is differentiated</b></p> | <p>Lab on Actual vs Predicted ratios for Punnett squares</p> <p>Incomplete vs. Codominant problems</p> | <p>“Toe” lab on predicted vs actual ratios</p> <p>created organisms with incomplete and codominance traits</p> | <p>Go Online! To HMDSscience.com For virtual labs, poison frogs and Biozine articles</p> <p>Adaptations for activities and tutoring:</p> <ol style="list-style-type: none"> <li>1. Concept map</li> <li>2. Word search</li> <li>3. Critical thinking essays</li> <li>4. Flashcards</li> <li>5. Section reviews</li> <li>6. Chapter reviews</li> <li>7. Read chapter highlights</li> </ol> |
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<b>Daily Lesson Plans Chapter 1-- scope and history of microbiology</b>	<b>Introduction to Microbiology</b>	<b>Jan 27-31, 2020</b>	<b>Mrs. Linda Henry Unit: Microbes in Society</b>
<b>PA Academic Standards and Objectives</b>	<b>Activities</b>	<b>Evaluations</b>	<b>Enrichment</b>
3.1.10.A5—relate the life processes of cellular and subcellular structures to their function 2. list the developments in the history of microbiology 3. differentiate between prokaryotes and eukaryotes 4. list the steps in Kochs postulates 5. explain the development of antimicrobial drugs to control microbe infection	Monday --Wednesday--continue the discussion of the importance of microbiology. Assign page 23 HW each day. Thursday-Friday--collection of bacteria lab and simple stains...students will collect samples of bacteria within the classroom, culture them and then examine with simple stains	Chapter 1 power point notes on the history and scope of microbiology pages 23-24 textbook questions Simple stains lab	Try clinical applications on page 24-25 in your text for practice in higher critical thinking skills.  Adaptations for tutoring and activities: <ol style="list-style-type: none"><li>1. Concept maps</li><li>2. Word search</li><li>3. Critical thinking essays</li><li>4. Flashcards</li><li>5. Section reviews</li><li>6. Chapter reviews</li><li>7. Read chapter highlight</li></ol>

Daily Lesson Plans Chapter 16--fingerprint evidence	Introduction to Forensics (B days--every other day)	Jan 27-31, 2020	Mrs. Linda Henry Unit: Individual evidence
PA Academic Standards with Objectives	Activities	Evaluations	Enrichment
<ol style="list-style-type: none"> <li>1. <b>3,4,10.A-technology and how it impacts scientific endeavors</b></li> <li>2. <b>3.1.10.B4—explain how technologies have impacted the field of forensics.</b></li> <li>3. differentiate between types of minutiae</li> <li>4. describe how to classify</li> </ol>	<p>Tuesday--go over the challenge activity and then continue notes about types of fingerprint collections. (Fuming, chemical, lifting, etc.)</p> <p>Thursday--finish lab on fingerprints and then pass out the review for the chapter</p>	<p>Challenge activity-match suspect to the crime scene</p> <p>Chemical testing of fingerprints--iodine, fuming with super glue, etc.</p>	<p>Try clinical applications on page 24-25 in your text for practice in higher critical thinking skills.</p> <p>Adaptations for tutoring and activities:</p> <ol style="list-style-type: none"> <li>1. Concept maps</li> <li>2. Word search</li> <li>3. Critical thinking essays</li> <li>4. Flashcards</li> <li>5. Section reviews</li> <li>6. Chapter reviews</li> </ol>

<p>fingerprints by the FBI Henry classification system</p>		<p>7. Read chapter highlights</p>
<p>5. students should be able to match fingerprints from the criminal to the crime scene</p>		

<p>Daily Lesson Plans Chapter 20-Pathology Unit</p>	<p>Advanced Biology</p>	<p>Jan 27-31,,2020</p>	<p>Mrs. Linda Henry Unit: Viruses, bacteria and immunology</p>
<p>PA Standards with Objectives</p>	<p>Activities</p>	<p>Evaluations</p>	<p>Enrichment</p>
<p>7. <b>3.1.10A5—re late life processes to cellular and sub-cellular levels structures and functions</b></p>	<p>Monday---Tuesday-- immunology notes and handout. Have students begin to think about a brochure about their selection disease.</p>	<p>Chapter 20 power point on viruses, bacteria and immunology</p>	<p>Try clinical applications on page 24-25 in your text for practice in higher critical thinking skills.  Adaptations for tutoring and activities:</p>

<ol style="list-style-type: none"> <li>1. explain the differences between viruses and living things</li> <li>2. list the diseases caused by viruses</li> <li>3. list the characteristic s of bacteria and how they can be controlled</li> <li>4. explain the human immune system.</li> </ol>	<p>Wednesday--Friday- - begin webquest on their selected microbe. Students will build a brochure for doctor's offices that will use them to inform patients about the symptoms, diagnosis and prognosis of the disease</p>	<p>worksheets that align with chapter</p> <p>Webquest on a particular disease and the creation of a doctor's office brochure about that disease.</p>	<ol style="list-style-type: none"> <li>1. Concept maps</li> <li>2. Word search</li> <li>3. Critical thinking essays</li> <li>4. Flashcards</li> <li>5. Section reviews</li> <li>6. Chapter reviews</li> <li>7. Read chapter highlights</li> </ol>
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