Ms. Christoferson's Class at a Glance 2024-2025--*scroll down for daily agendas* (website and files) Classroom Expectations and Syllabus; Unit Overviews and Study Guides. (24-25 old Class at a Glance assignments)

Links to Handouts: (Assignment Rubric, Quiz Explanations: boxes or table)

CURRENT:
Seasons, Tides, Plates, Climate, Weather:
Pole to Pole video and worksheet (CC)
Decoding Weather Questions (video)
Reasons for the Seasons WKST (Directions)
Reasons for Seasons Reading
Heating Earth's Surfaces: Land vs. Water lab
Solstice_Equinox worksheet
Reasons for Seasons Activity (p1)
Tides notecatcher, reading, & questions (slides)
Air masses and Fronts Packet (p.3-4)
Energy Budget (p.2&12)
Seasons & Tides Modeling (p.1-2)
Weather Forecast Reading and Questions
Weather map worksheet
Plate Boundaries notes chart (USGS site, slides, video, Bozeman video, site with supporting materials)
Climate Change Choice Project

PAST UNITS:
Genetics & Natural Selection Unit:
(Notebook Masters; Teacher Masters)
Natural and Unnatural Selection Reading (notes in boxes) & questions (writeable)
Adaptations and Variations exploration
"The Making of the Fittest" (p. 16, video)
Lizards in an Evolutionary tree worksheets & (youtube)
Class Trait Survey (p1)
Genetics, DNA, & Heredity Slides Presentation & Handout
Baby-steps Through Punnett Squares
p.25-27, 33-37 support reading
Punnett Square Practice Worksheet (answers)
Amoeba Sisters: MonoHybrid Crosses (Video)
Natural Selection Vocabulary
Natural Selection & Genetics Online Simulations
Asexual vs. Sexual Reproduction wksh. (video)--complete back side
Mutant Crayfish article & questions (GC)
Larkey Breeding Activity (document, p1)
Genetics Quiz Review sheet
Response Sheet--Investigation 2 & 3a & b
Spongebob Genetics
Nature at Work Activity and Worksheet
p. 22-24 & 28-32 reading
Genetics Review sheet (answers)
Genetics Project (GC)
Ecosystem Research (GC)
Create Your Own Species (GC)

Correlation practice

Future:

Google Classroom Codes: (Pd3:5teclza; Pd4:mjbc2r6; Pd5:23d4d23; Pd6:rzbyteu)

Templates:
Vocabulary Template
ActiveReadingSummary
Experiment Template
Quiz Explanations: boxes or table
Demo Template (p2 & 3)

PAST UNITS (con't):
Unit #1 Skills of Science: Overview/Study Guide
Getting to Know You (due 9/9)
Syllabus & Expectations
Review Challenge
Nature of Science Vocabulary
Paperfold +
Matter Key Terms & Reading instruments Key
Balance Lab (p3-5; Balance use video--251.00g)
Seek a Scientist project: **example**
Reading Instruments (p.1)
Observation & Inference Warm-up
Newton's Laws of Motion Reading (3 Laws example reading, reference only)
Practice and Collisions
3 Laws of Motion notes & practice (p3-4)
Vector Calculations (p2-3)
Measurement & Skills Quiz Practice w/ answers
Motion Skit Checklist and Responses
Graph Use Packet (homework due 10/4)
Graduated Cylinder Tutorial
Volume Lab (p1-2)
Reading Instruments (p.2; grad. Cyl tutorial; more significant figure info)

Future/Sub:
Measuring with Metric (p 1-5)
Pd3 Pd4 Pd5 Pd6

Unit #2 Chemistry: Study Guide/Overview
Chemical & Physical Properties note sheet & slides
Element worksheet
Lab Safety Practice Spongebob
Lab Safety Rules
White Substances Information (Uses: p.165+)
White substances names & formula
Mystery Mixture Observations & testing worksheet (class share out)
Mystery Mixture Summary Testing
Chemical Interactions Glossary
Elements (1-10) and Think Questions
Periodic Table + (Basic & advanced)
The Invisible Killer & Mystery Mixture
Elements &?s
Elements in Products (p4)
Substances on Earth & Elements in the Universe
Elements in the Universe (15-23)
Atomic Structure (Slides,3-11 & Notes)
Particle Motion: What do you know (p.3-4)
Atomic Basics worksheet
Evaporation & Condensation & States of Matter worksheet
Physical Properties Lab Prep
Physical Properties Labs (Stations 1-5)
Phase Change Summary diagram
Dissolve or Melt? Lab (p.18-19, station 6)
Density practice
Quiz 2 Review Packet (answers)
Ebook Glossary
Chemical Reactions and Equations (p.1-2)
Molecule Building & Chemical Formulas (p.1-2)
Understanding Chemical Formulas **(p.5-6)**
Model Photosynthesis and Cellular Respiration (p1-2) (activity, p.4-6 and part 2 on p.8-9)
Chem4Kids Bonding Basics
Understanding Chemical Formulas (p.5-6)
Balancing Equations (p.7)
Chemical Reactions and Equations con't (p. 3-4)
Balancing Act Worksheet
Classifying Matter (notes, Slides, video, more)
How Do Atoms Rearrange? PDF
Food & Nutrition Rding & worksheet
Calorimetry lab (calculation example)
Exothermic and Endothermic Reactions
Chemistry Quiz 3 Review Worksheet (answers)
Experiments Practice
Experimental Parts Vocabulary Review (slides, vocab)
Identifying the Parts of an Experiment
Experiment Background Research
5 Factors That Affect Reaction Rates
Experiment Template
Graphing Practice (Notes, video, review)
B&V: Analysis & Conclusion (Alternative version)

June 11-12

Homework: Review for Final--see google classroom

Warm-up: Look over Google Classroom Final Review Assignment and other info on the Stream--make a plan and then review material (suggestions: 1) read over the Unit Overviews/Study Guides or the Review questions first←highlight what you don't know; 2) write out the answers to the Final Review questions you don't know using the overviews and past material; 3) take the weather and climate quiz and use the quizlet, various Kahoots, & Final Jeopardy game to pinpoint what you don't know--write down what you get wrong and make flashcards, highlight them on your quiz review answers and/or come up with hints to help you remember the material.)

Agenda:

- ☐ (Modeling seasons by students--Thursday)
- ☐ Review for Final--see google classroom--you will be able to use hand-written responses to the Final Review for 10 minutes during the Final.
- ☐ Climate Change Choice Project

Objectives: Be able to respond to the Final Exam Review and the state required 8th grade Standards

NOTES:

June 9, 2025

Homework: For Wednesday complete Weather Forecast Reading and Questions. Review for Final--see google classroom

Warm-up: If not in grade book yet: Take out your video notes (lined paper), seasons and tides modeling, and plate boundaries worksheets. Work on Climate Change Choice Project

Agenda:

- ☐ Modeling seasons by students
- ☐ Climate Change Choice Project
- ☐ Review for Final

Objectives: Be able to identify and explain the seasons and the impacts of climate change

NOTES:

June 5-6, 2025

Homework: Finish Plate Boundaries if not completed in class for Friday. For Wednesday complete Weather Forecast Reading and Questions.

Warm-up: Take & keep out your video notes (lined paper), seasons and tides modeling, and plate boundaries worksheets. Work on Climate Change Choice Project

Agenda:

- ☐ Modeling seasons by students
- ☐ Finish Plate Boundaries notes chart (USGS site, slides, video, Bozeman video, site with supporting materials)--Be able to answer why the plates work the way they do?
- ☐ Climate Change Choice Project

Objectives: Be able to identify and explain the seasons and the impacts of climate change
NOTES:

June 4, 2025

Homework: Finish Plate Boundaries if not completed in class for Friday.

Warm-up: Turn in any not already graded & returned Poster worksheets. Take out lined paper from Monday for Decoding the Weather Machine

Agenda:

- ☐ Finish more Climate Change Impacts and what we can do--Decoding Weather video--1:06:00+
- ☐ Work on Plate Boundaries notes chart (USGS site, slides, video, Bozeman video, site with supporting materials)--Be able to answer why the plates work the way they do?
- ☐ Climate Change Choice Project

Objectives: Be able to identify and explain the impact of differential heating on earth's weather and how particle motion causes ocean and air currents, different weather patterns, and the motion of the plates.
NOTES: There are 2, 2-sided worksheets for the posters

June 2, 2025

Homework: Finish Seasons & Tides Modeling page 1 & 2 if not completed in class for Thursday.

Warm-up: Turn in any not already graded & returned Poster worksheets. Take out lined paper and answer the following Question: What is causing climate change and what can you do to reduce future climate change?

Agenda:

- ☐ More Climate Change Impacts and what we can do--Decoding Weather video--1:06:00+
- ☐ Work on Plate Boundaries notes chart (USGS site, slides, video, Bozeman video, site with supporting materials)--Be able to answer why the plates work the way they do?

Objectives: Be able to identify and explain the impact of differential heating on earth's weather and how particle motion causes ocean and air currents, different weather patterns, and the motion of the plates.

NOTES: There are 2, 2-sided worksheets for the posters

May 29 (pd 3) & 30 (pd4-6), 2025

Homework: Finish 2 Weather Poster worksheets if not completed for 6/2, Monday. Quiz explanations if under 85% are due Friday (5/30) if you want to increase your score.

Warm-up: Take out both of your weather poster worksheets if not turned in already and/or current worksheet you are working on (see last 2 check boxes below)

Agenda:

- ☐ Plate Boundaries Bozeman video
- ☐ Finish both Weather Poster worksheets←last class to work on
- ☐ Seasons & Tides Modeling (page 1-2) ←be ready to model & answer questions
- ☐ Plate Boundaries notes chart (USGS site, slides, video, site with supporting materials)--Be able to answer why the plates work the way they do?

Objectives: Be able to identify and explain the impact of differential heating on earth's weather and how particle motion causes ocean and air currents, different weather patterns, and the motion of the plates.

NOTES: There are 2, 2-sided worksheets for the posters

May 28 (pd 3-4) & 29 (pd5-6, 3), 2025

Homework: Make corrections to your "What are the solstices and equinoxes?" worksheet. Quiz explanations if under 85% are due Friday (5/30) if you want to increase your score.

Warm-up: Take out both of your weather poster worksheets←wait for what to check for

Agenda:

- ☐ Overview then finish both Weather Poster worksheets←last full class to work on
- ☐ Seasons & Tides Modeling (page 1-2) ←be ready to model & answer questions
- ☐ Plate Boundaries notes chart (USGS site, slides, video, Bozeman video, site with supporting materials)--Be able to answer why?

Objectives: Be able to identify and explain the impact of differential heating on earth's weather and how particle motion causes ocean and air currents, different weather patterns, and the motion of the plates.

NOTES: There are 2, 2-sided worksheets for the posters

May 27 (pd 3-5) & 28 (pd6), 2025

Homework: Make corrections to your "What are the solstices and equinoxes?" worksheet. Quiz explanations if under 85% are Friday (5/30) if you want to increase your score.

Warm-up: Take out your weather poster worksheet or get the 2nd worksheet←continue filling out from posters

Agenda:

- ☐ Finish Weather Poster worksheets
- ☐ Seasons & Tides Modeling (page 1-2)

Objectives: Be able to identify and explain the impact of differential heating on earth's weather

and how particle motion causes ocean and air currents, different weather patterns, and the motion of the plates.
NOTES: There are 2, 2-sided worksheets for the posters

May 23, 2025

Homework: Quiz explanations if under 85% are due Friday (5/30) if you want to increase score

Warm-up: Take out homework and Weather Poster Worksheet and continue working

Agenda:
☐ Weather Poster Worksheets (worksheet 1, p.1-2; Air masses and Fronts Packet (p.3-4); Energy Budget (p.2&12)

Objectives: Be able to identify and explain a weather or climate topic.
NOTES:

May 22, 2025

Homework: For Friday complete Solstice_Equinox worksheet.
Warm-up: Read & answer Tides reading, & questions worksheet

Agenda:
☐ Finish Tides reading, & questions (slides, video, video for 2nd tide) (moon video)
☐ Weather Poster Worksheets (Air masses and Fronts Packet (p.3-4); Energy Budget (p.2&12)

Objectives: Be able to identify and explain a weather or climate topic.
NOTES:

May 21, 2025

Homework: For Friday complete Solstice_Equinox worksheet. (Note:Posters must be turned in before pd3 tomorrow→Thursday)

Warm-up: Take out Tides Note catcher and turn in poster

Agenda:
☐ Finish Tides note catcher, reading, & questions (slides, video, video for 2nd tide) (moon video)

Objectives: Be able to identify and explain high and low tides.
NOTES:

May 20, 2025

Homework: Finish Posters for Wednesday--Posters must be turned in by MM on Thursday. For Friday complete Solstice_Equinox worksheet

Warm-up: Look over Tides Note catcher--label the phases of the moons (4) on the back side

Agenda:
☐ Start Tides note catcher, reading, & questions (slides, video, video for 2nd tide) (moon video)
☐ Work on Homework

Objectives: Be able to identify and explain high and low tides.
NOTES:

May 19, 2025

Homework: Finish Posters for Wednesday--Posters must be turned in by MM on Thursday. For Friday complete Solstice_Equinox worksheet

Warm-up: Quick check-in with someone new and share out about your topic and poster--check for completeness before turning in

Agenda:

- ☐ Finish Weather and Climate Poster--Check requirements below or in GC--competing against students in other classes--last class to work on poster
- ☐ What are the Solstices & Equinoxes? worksheet

Objectives: Be able to identify and explain a weather or climate topic.
NOTES: Keep a running list of any sources' website addresses to attach to back of poster

Include all of the following on your poster IN YOUR OWN WORDS:
1) Define and explain how your topic works and/or what it is,
2) Show and explain how it is used to create weather maps, how noted on weather maps, OR why important
3) Give an example of its application (an example of how it impacts us, the earth…)
4) Provide labeled diagrams with your OWN explanations
5) Explain how it ties into other science concepts from this or last year+ (Chemistry, physics,…) then use the appropriate vocabulary on your poster
6) Is it going to impact or be impacted by climate change--note and explain how or why not

May 14-16, 2025

Homework: Finish any missing/incomplete assignments.

Warm-up: Do a quick check-in with someone else in the class that you do not usually work with and share out about your topic and poster

Agenda:

- ☐ Work on Weather and Climate Poster--instructions in Google Classroom--competing against students in other classes (Can work on through some of Monday's class)

Objectives: Be able to identify and explain a weather or climate topic.
NOTES: Keep a running list of any sources' website addresses to attach to back of poster

Include all of the following on your poster IN YOUR OWN WORDS:
1) Define and explain how your topic works and/or what it is,
2) Show and explain how it is used to create weather maps, how noted on weather maps, OR why important
3) Give an example of its application (an example of how it impacts us, the earth…)
4) Provide labeled diagrams with your OWN explanations
5) Explain how it ties into other science concepts from this or last year+ (Chemistry, physics,…) then use the appropriate vocabulary on your poster
6) Is it going to impact or be impacted by climate change--note and explain how or why not

May 13 (pd3-5) & 14 (pd6), 2025

Homework: Finish any missing/incomplete assignments (pd 6: Reasons for the Seasons WKST due Wednesday), (Directions in GC)

Warm-up: What do you know about moon phases, eclipses, & tides? Discuss with a tablemate

Agenda:

- ☐ Moon Phases demo
- ☐ Work on Weather and Climate Poster--instructions in Google Classroom--competing against students in other classes

Objectives: Be able to identify and explain the impact of oceans and land on weather.

May 12, 2025

Homework: Finish Your graphing and questions for **Land vs. Water** lab for Tuesday. (pd 6: Reasons for the Seasons WKST due Wednesday), (Directions in GC)

Warm-up: Take out Reasons for Seasons packet (not pd 6); Pd 3 & 6: Complete graph and questions for Heating Earth's Surfaces: Land vs. Water lab and pick poster topics
Pd 4 & 5: Take out Heating Earth's Surface graph and read over reverse: Reasons for Seasons Activity

Agenda:

- ☐ Reasons for Seasons Activity
- ☐ Weather and Climate Poster competition--random topic selection and instructions in Google Classroom--competing against students in other classes

Objectives: Be able to identify and explain the impact of oceans and land on weather.

May 9, 2025

Homework: Finish Your Reasons for the Seasons WKST for Monday (pd 6 due Wednesday), (Directions in GC)

Warm-up: Complete graph and questions for Heating Earth's Surfaces: Land vs. Water lab (p1-3)--pd 3 collect dark data--can start graphing

Agenda:

- ☐ Pd 6: Continue work on Reasons for the Seasons Assignment--Google Classroom (Reasons for the Seasons WKST, (Directions on GC)--Last day to work on it
- ☐ Weather and Climate Poster competition--random topic selection and instructions in Google Classroom--competing against students in other classes

Objectives: Be able to identify and explain the reasons for the seasons and the Earth's relative location for different seasons (indirect and direct light)

May 8, 2025

Homework: Finish Your Reasons for the Seasons WKST for Monday (pd 6 will have part of Thursday or Friday to work on it still), (Directions in GC)

Warm-up: Read Heating Earth's Surfaces: Land vs. Water lab (p1-2) and fill in Hypothesis on p2

Agenda:

- ☐ Carry out **Heating Earth's Surfaces: Land vs. Water lab**
- ☐ Graph data and answer questions (p. 3-5)
- ☐ Pd 6: Continue work on Reasons for the Seasons Assignment--Google Classroom (Reasons for the Seasons WKST, (Directions on GC)--Last days to work on it

Objectives: Be able to identify and explain the reasons for the seasons and the Earth's relative location for different seasons (indirect and direct light)

May 5 (pd3-4), 6 (pd 3& 5) & 7 (pd4-6), 2025

Homework: Finish Your Species and 10 Adaptation explanations with 3 variations for Wednesday.

Warm-up: Continue Work on Reasons for the Seasons Packet Grab new packet and finish any incomplete Decoding the Weather Machine worksheet questions--make sure you have the graphs for #3. If complete, open Reasons for the Seasons Directions in Google Classroom and start new packet.

Agenda:

- ☐ Review Decoding the Weather Machine worksheet answers
- ☐ Reasons for the Seasons Assignment--Google Classroom (Reasons for the Seasons WKST, (Directions on GC)--Last days to work on it

Objectives: Be able to identify and explain the reasons for the seasons and the Earth's location for different seasons

May 2 (pd3-5) & 6 (pd6), 2025

Homework: Finish Your Species and 10 Adaptation explanations with 3 variations for Wednesday.

Warm-up: Look over Decoding the Weather Machine worksheet

Agenda: Decoding Weather Questions (video)

Objectives: Be able to identify how climate change is impacting the weather

April 30 & May 1, 2025

Homework: Finish Your Species and Adaptations List with 3 variations for Wednesday. Make sure Ecosystem Research is complete--should be completed with specific # values for #1 and all parts of questions.

Warm-up: Look At Ecosystem Research--#1 Should have # values

Agenda:

- ☐ Part 2--Design Your Own Species (GC)--Create a species of your own design well adapted to the ecosystem you researched--ID at least 10 adaptations and explain why they are adaptations (3 adaptations need to have identified variations)

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits. Understand that species are adapted for their environments because of selective pressures on variations of different features.

April 28 (pd4, 5, & 3) & 29, 2025

Homework: Make sure Ecosystem Research is complete--should be completed with specific # values for #1 and all parts of questions.

Warm-up: Get ready for your presentation if have not and look over Design Your Own Species

Agenda:

- ☐ Finish Genetics Project Student Presentations
- ☐ Part 2--Design Your Own Species (GC)--Create a species of your own design well adapted to the ecosystem you researched--ID at least 10 adaptations and explain why they are adaptations (3 adaptations need to have identified variations)

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits. Understand that species are adapted for their environments because of selective pressures on variations of different features.

April 18-28, 2025

Homework: Complete Ecosystem Research. (Genetics Project (GC), be ready to present if have not)

Warm-up: Get ready for your presentation and look over/work on the Ecosystem Research worksheet

Agenda:

- ☐ Genetics Project Student Presentations
- ☐ Part 2--Create a Species (GC)--Create a species of your own design well adapted to the ecosystem you researched--ID at least 10 adaptations and explain why they are adaptations (3 adaptations need to have identified variations)

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits. Understand that species are adapted for their

environments because of selective pressures on variations of different features.

April 17, 2025

Homework: Complete Ecosystem Research. Genetics Project (GC), be ready to present if have not

Warm-up: Get ready for your presentation and work on the Ecosystem Research worksheet

Agenda:

- ☐ Genetics Project Student Presentations
- ☐ Part 1--Ecosystem Research--fill in worksheet on the ecosystem on earth that your created species will live in.

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits. Understand that species are adapted for their environments because of selective pressures on variations of different features.

April 16, 2025

Homework: Finish Genetics Project (GC), be ready to present Thursday

Warm-up: Look over the Vocabulary on the Pole to Pole worksheet

Agenda:

- ☐ Pole to Pole video and worksheet (CC)

Objectives: Be able to identify and explain the impact of differing amounts of sunlight on the world's ecosystems

April 15, 2025

Homework: Be ready to present Genetics project starting Thursday

Warm-up: Prepare for Genetics Presentation or read over/work on ecosystem assignment.

Agenda:

- ☐ Genetics Presentations--those that want to
- ☐ Part 1--Ecosystem Research--fill in GC worksheet on your selected ecosystem that your created species will live in.

7:44-8:27 - Period 3

8:30-9:13 - Period 4

Move to Period 5 - Give 10 min break

9:25-10:08 - Period 5

10:11-10:54 - Period 6

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits. Understand that species are adapted for their environments

April 14, 2025

Homework: Finish Genetics Project, be ready to present Thursday--can present Tuesday, but not required

Warm-up: Work on Genetics Project

Agenda:

- ☐ Work on Genetics Project in GC--Last class to work on slides/prepare for presenting
- ☐ Start Part 1--Ecosystem Research--fill in worksheet on selected ecosystem that your created species will live in.

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits.

April 8 (pd3-4) & 9 (pd5-6, 3), 2025

Homework: For Wednesday: Create labeled diagrams that identify and explain the relationship between genes, DNA, traits, proteins, & chromosomes (<--not in correct order).

Warm-up: Take out homework; Decide on topic/work on Genetics Project

Agenda:

- ☐ Work on Genetics Project in GC after signing up for topic (genetic disorders, Mendelian human traits, 50 examples, human genome)--1 more class to work on project
- ☐ Show me completed slides and then start Part 1--Ecosystem Research

Objectives: Be able to identify and explain DNA & its inheritable patterns and identify that genetics and the environment impact traits.

April 7 (pd3-5) & 8 (pd6), 2025

Homework:For Wednesday: Create labeled diagrams that identify and explain the relationship between genes, DNA, traits, proteins, & chromosomes (<--not in correct order).

Warm-up: Review for quiz if not completed; decide on topic and read over Genetics Project

Agenda:

- ☐ Finish Quiz--Paper--everyone can revisit and finish any last Google Forms
- ☐ Work on Genetics Project in GC after signing up for topic (genetic disorders, Mendelian human traits, 50 examples, human genome)

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

April 4, 2025

Homework: For Wednesday: Create labeled diagrams that identify and explain the relationship between genes, DNA, traits, proteins, & chromosomes (<--not in correct order). Think about some human traits you would would like to research--only one student/trait--sign up with me--so have a couple options

Warm-up: Review for quiz

Agenda:

- ☐ Quiz--Paper and Google Forms
- ☐ Create labeled diagrams that identify and explain the relationship between genes, DNA, traits, proteins, & chromosomes (<--not in correct order).
- ☐ Sign up for Trait to research if you know what you want to do

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

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April 3, 2025

Homework: Study for Quiz Friday (4/4), Review sheet, quiz covers vocabulary, natural & artificial selection, variation, genetics, Punnett Squares, & sexual and asexual reproduction--Unit Study Guide. See GC Stream for Kahoots. (Galapagos finch video)

Warm-up: Response sheets--Investigation 2 & 3a & b--Assume for 3b that variation in leg length exists for both the long and the short-legged larkeys.

Agenda:

- ☐ Spongebob Genetics
- ☐ Review for quiz: Genetics Practice Quiz in Google Classroom; Review sheet; Kahoots, unit over view, make flash cards, study sheet,...

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

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April 2 (pd4-6), 2025

Homework: Read p. 22-24 & 28-32 in book in GC. **Study for** Quiz Friday (4/4), Review sheet, quiz covers vocabulary, natural & artificial selection, variation, genetics, Punnett Squares, & sexual and asexual reproduction--Unit Study Guide.

Warm-up: Take out Larkey Breeding Activity **and set up your popsicle sticks where we left off--Draw in the phenotypes for the Larkeys that were completed.**

Agenda:

- ☐ Finish Larkey Breeding Activity
- ☐ **Response Sheet--Investigation 2**--
- ☐ Nature at Work Activity and Worksheet
- ☐ (Review Genetics Project in GC and sign up for topic (genetic disorders, Mendelian human traits, 50 examples, human genome))

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

April 1 (pd4-6), & 2 (pd3), 2025

Homework: Complete GC assignment Natural Selection & Genetics Online Simulation for Wednesday; Thursday for pd 3. **Read** p. 22-24 & 28-32 in book in GC. **Study for** Quiz Friday (4/4; Review sheet), quiz covers vocabulary, natural & artificial selection, variation, genetics, Punnett Squares, & sexual and asexual reproduction--Unit Study Guide. (Quiz explanations for Experimental Parts Quiz due Wed-4/1)

Warm-up: Get Asexual vs. Sexual Reproduction wksh. and complete back side (leave out if done). (Mutant Crayfish article & questions in GC for example of asexual reproduction)

Agenda:

- ☐ Video: Asexual vs. Sexual Reproduction
- ☐ Larkey Breeding Activity (document, p1; further exploration: Build a Bug--pg1, p2)
- ☐ (Review Genetics Project in GC and sign up for topic (genetic disorders, Mendelian human traits, 50 examples, human genome))

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

Notes:

Larkey genetic code

Appendages
A A or A a = short legs
a a = long legs
Eye color
E E or E e = red eyes
e e = gray eyes
Fur pattern
F F = striped
F f = solid
f f = spotted
Tail shape
T T or T t = bushy
t t = bare

March 28 (pd3) & 31 (pd4-6); April 1 (pd3), 2025

Homework: Pd4-6: Complete GC assignment Natural Selection & Genetics Online Simulation for Wednesday; pd 3 has Tuesday to work on this. Quiz Friday (4/4) on vocabulary, natural & artificial selection, variation, genetics, Punnett Squares, & sexual and asexual reproduction--Unit Study Guide. (Quiz explanations for Experimental Parts Quiz due Wed-4/1)

Warm-up: Pd 3: Take out Vocab. Homework & computer and open up new Natural Selection & Genetics Online Simulation assignment document & ThinkLink. Pd4-6: continue work on simulations--take out vocab. if not checked yet.

Agenda:

- ☐ Natural Selection & Genetics Online Simulations
- ☐ Asexual vs. Sexual Reproduction wksh. (video)--complete back side
- ☐ Mutant Crayfish article & questions (GC)

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

Notes: 1. Walking Sticks:3 environments, Bush 1st, 30 clicks as fast as possible

Larkey genetic code

Appendages
A A or A a = short legs
a a = long legs
Eye color
E E or E e = red eyes
e e = gray eyes
Fur pattern
F F = striped
F f = solid
f f = spotted
Tail shape
T T or T t = bushy
t t = bare

2. Picture at end of quiz with 4/5 or higher

March 27 (pd3-4) & 28 (pd5-6), 2025

Homework: Quiz next Friday (4/4) on vocabulary, natural selection, variation, genetics, Punnett Squares, & sexual and asexual reproduction--Unit Study Guide. (Quiz explanations for Experimental Parts Quiz due Wed-4/1)

Warm-up:

Pd 4-5: Take out Vocab. Homework & computer and open up new assignment document & ThinkLink: Natural Selection & Genetics Online Simulation

Agenda:

- ☐ Amoeba Sisters: MonoHybrid Crosses (Video)-Pd 4,5,6 ✔; pd 3-do 3/27
- ☐ Let's Talk Larkeys (p.82-83) and the book+ access--Pd 4-5 ✔; pd 3-do 3/27; pd6--3/28
- ☐ Natural Selection & Genetics Online Simulation

Larkey genetic code

Appendages
A A or A a = short legs
a a = long legs
Eye color
E E or E e = red eyes
e e = gray eyes
Fur pattern
F F = striped
F f = solid
f f = spotted
Tail shape
T T or T t = bushy
t t = bare

Objectives: Be able to identify and explain DNA & its inheritable patterns and explain natural selection and evolution for a population

Notes: Walking Sticks:3 environments, Bush 1st, 30 clicks as fast as possible

Pd 3-4: Finish vocabulary for Friday: Hand write: **Definition** (use Heredity and Adaptation book) with **example and/or picture**, skip 2 lines after each completed entry or use template: **Natural selection, feature, trait, heredity, deoxyribonucleic acid (DNA), chromosome, variation, mutation, adaptation, gene, allele, dominant, recessive, genotype, phenotype, homozygous, heterozygous.**