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Glencoe mheducation natural selection lab

5, 6, 7, 8, 9, 10, 11, 12. Natural selection-Differential success in the reproduction of different phenotypes resulting from the interaction of organisms with their environment. Evolution occurs when natural selection causes changes in the relative frequency of alleles in the gene code. Predator-Interaction between species in which one species, predator, its other, prey, Genofond- Total aggregate of genes in the population at once. Allela- (al-eel) [Gk. allelon, one another] Alternative form of gene. Alley frequency-Proportion of a particular allele in the population Genotype -(je-noh-tye) Genetic makeup organism Phenotyp-[Gk. phainein, show + typos, stamp, print] Physical and physiological properties of the organism. Homozygous-(home-oh-zy-gus) With two identical alleles for the property. Heterozygous-(het-your-oh-zy-gus) With two different alleles for a given genetic character students will be able to... Explain the effect of predatoship on natural selection in different environments and with different allele frequencies. Describe the factors that can change the genetic balance. Explain the link between genetic trait and the development of the organism. How do we scientifically explain the evidence and mechanisms of biological development? W: The place where we go will be mentioned in the introduction activity after the bell. After reviewing genetics, I will emphasize that this activity will apply what it has learned about both genetics and evolution from previous lessons. H: During the activity explanation, I will emphasize that we are looking at the population of insect-playing on their unique properties. Students will be hooked by the simulation showing organisms moving and indicating those that die based on their genetics. E: In this lesson, students will observe the population as well as the allele frequency, adding a real understanding of the data—they can see the properties as well as the environment that notices its impact. R: The bell is a reflection of the genetic content covered before it causes students to rethink the concept. The final discussion questions allow them to reflect on their understanding of evolution and possible revisions to their understanding—now to see a direct genetic link with changes that may occur in populations. E: All students express their understanding in their responses to the laboratory worksheet. Through random reporting, some will share their understanding and everyone can rate based on shared responses. T: This instruction uses simulation with visual and audio components. For students who are still struggling with the concept, the opportunity will be to use their text online review activities and animations to enhance and Content. O: This simulation is an application for understanding changes in the frequency of an allele with a habitat. It's still a specific activity, not an open or investigation. It's taken the concept to a deeper level, as students not only see which organisms survive better, but also observe their genetic makeup to see the link between evolution and genetics. 1. Opening bell ringtones: A pair of brain storms: take turns recording all the things you think about when you hear the term alleles – 2minutes. 2. After 2 minutes, randomly select messages to share message alleys on smartboard. (The expected items to be shared: are alternative forms of the gene, represented by letters-A-dominant, and-recessive, in the population the number of each will vary when the advantage for heterozygote, the frequency would be close to the same, alleles to determine both genotype and phenotype.) - if they don't find these, lead students to think about them. 3. Explain the class that we will make a virtual laboratory in which we will see the effect of natural selection on alleles in the population. Assign teams 2 and have one member get a computer and log on, while another gets a lab worksheet. 4. Students shall follow the procedures on their laboratory documents which they are required to examine the implementation and parameters of the activity. In the introduction, they examine the meaning of the concepts of natural selection, evolution, predation and genetic balance. 5. Enable students to work in their data collection teams for each generation and analyze the results with final questions. 6. As students complete the simulation, they can turn off the computers and return to the cart. 7. When all students are done, bring the group together to discuss the results. Using random reporters, ask: Did all environments prefer the same genotype? Why or why not? When did you observe the genetic balance? How did you know that? 8. Closure: Each student will record the output slip: What effect does natural selection have on the frequency of the allele in the population? 9. Students will turn in the lab worksheet and exit the slip before leaving. Independent Activity (BDA, Do Now, KWL, Controlled Reading, Word Splash, Expert Jigsaw, etc.) #8- exit slip response Pair Share (Peer Review, Text Rendering, Document Review, etc.) #1-2 min.- everything I know about the alleys of the entire class, Mini Lessons (Whip, Literature Circle, Interactive lecture, etc.) independent activity, activity of a small group #4-5- computer simulation of natural selection in the population of insects Whole class Discussion, Reflection (Ticket Out the Door, Response Sheet, KWL, 3-2-1, etc.) #2- review bell ringer answers #7- random reporting of laboratory results Observation during the bell a, laboratory simulation and output preparation slip lab sheet response evaluation Output slip answers Random messages during about bell ringing and after the Lab McDougal-Littell Biology, Chapter 15 Resources Biology, Evolution, Natural Selection How Do Animal and Plant Cells Work? - Tagging Exercise What is the role of DNA and RNA in protein synthesis? - conformity of the base on DNA and RNA What is the life cycle of a simple plant? - marking chart / model showing fern life cycle How can microscopic protists and mushrooms be characterized? - observe and classify protists Under what conditions do cells acquire or lose water? - monitor how cells react in different solutions How are traits transferred from parents to offspring? - punnett square practice showing features of strange (imaginary) primates How are living things divided into groups? - 6 kingdoms, classification exercises What are the functions of parts of the flower? - marking exercises How is the color change of flower hydrangea related to pH? - change the pH by mixing substances, observe discoloration How mushrooms, ciliarians, flatworms and roundworms get food? - Explore the reef, watch videos of feeding How can you model natural selection? - models of how troy species adapt to a changing environment What kills bacteria? - inoculate petri dishes, observe the zones of inhibition around substances such as bleach and antibiotics Which colors of the light spectrum are most important for plant growth? - compare the growth of plants under different colored lights (How are shellfish, worms, arthropods and echinoderms classified? - classification exercises, group organisms How are fish adapted to their environment? - to examine 7 main forms of fish body (flat, eel, bottom ...) How do birds adapt to their habitat? - examine the beaks, wings and legs of birds that live in different habitats What are the main bones in the human body? - mainly tagging exercises, putting together a skeleton How can you design a healthy diet? - choose food for meals based on recommended calories How do parts of the respiratory system work? - graphics of the respiratory system to indicate How is human hearing compared to other animals? - monitor how different animals react to sound frequencies How is the body protected from foreign substances? - focuses on blood types and antigens How is energy transmitted through the Community of organisms? - explore the food chain, identify consumers How do organisms respond to changes in abiotic factors? - fish breathing rate test in response to temperature What are the different types of soil environment? - exploring the world's biomes When is water safe to drink? - water test samples for bacteria, metals, nitrates, pH How can you simulate the radioactive half-life of an element? - collect data on isotopes over a period of 20 000 years How is the controlled experiment carried out? - determine how the paint affects the absorption of heat using different coatings What are the stages of development before birth? - click through images of fetal modelling ecosystems - create an energy pyramid and a pyramid of numbers Ecosystems, organisms and trophic levels - click through the bioms, make predictions about organisms, earn community points and bioms - create and maintain virtual marine biome, pH and other factors population biology- compare P. caudatum with P. aurelia; competitive principle of exclusion Assessment of water quality - study of the effects of acid rain on different populations Enzyme-controlled reactions - change in pH and amount of substrate, collecting data on reaction rates Cell chase (Game) Cellular Breathing - slide puzzle game Cell reproduction - display virtual images of normal and cancer cells Punnett Squares - choose fruit fly fishing parents and show crosses Sex-Linked Properties - using drosophila and eye color; Generations P, F1 and F2 have examined gene and mutation regulations - mRNA is used to determine amino acid sequences Gene bonding - the use of restrictive enzymes to combine genes into new organisms Tracking Grizzlies - a sequence of DNA samples of grizzlies Hair Biotechnology: Knocking Out Genes - to determine what happens when a gene is missing a plant tranche - different plants, variables are heat, fan and light (A) Natural selection - Hardy-Weinberg balance, depicting organisms on different environments Classification Using biotechnology – using Gram spots and RNA/DNA sequencing earthworm dissection – marking the external and internal structures of earthworm frog dissection – examine the internal and external structures of dinosaur frog dig-age estimation and identify dinosaur fossils classification of arthropods - compare the five classes of arthropod mammals mammals - compare mammalian skulls Learned behavior - observe how mealworms respond to various stimuli of muscle stimulation - threshold stimulus is examined using weights and tension blood pressure - blood pressure test , studied factors of age and sex Digestive and endocrine system - read the facts about nutrition on labels, compare food types Virtual pathology - examine blood swab, find out the pathogen How the European corn drill affects corn yield - model a controlled experiment by manipulating variable variables

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