Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Science	Course:	IB Biology 11 SL (H)	Unit Title:	Genetics
Assessed Trimester:		Pacing:		Date Created:	

Course Understandings: Students will understand that:

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals					
•T	ansfer				
Students will be able to independently use their learning to: (product, high order reasoning) ●					
Μ	eaning				
Unit Understanding(s): Students will understand that: • How geneticists use principles of probability to predict results of breeding • How meiosis creates gametes for sexual reproduction • The structure of DNA • What a gene is in relation to DNA • How gene mutations cause mutations in the organism • How and why scientists manipulate DNA • The human karyotype • The reasons why the human genome has been decoded • How DNA relates to forensic investigations • How genetically modified crops/animals will help to solve nutrition problems around the world	Essential C Students will keep considering: •				
Acc	quisition				
 Knowledge - Students will: The relationship between DNA, genes and chromosomes The structure and function of DNA That different species of multicellular organisms have a characteristic number of chromosomes, and the in typical humans there are 22 autosomal pairs and 2 sex chromosomes How genetic information is transmitted from parents to offspring through the processes of meiosis and fertilization as they relate to chromosome recombination and sexual reproduction The difference between dominant, recessive, codominant, incomplete dominant, polygenic, multiple allele and sex-linked traits About mutations, their types and causes and their role in genetic variation. 	Explain the consequence of a base substitution				

• How gel electrophoresis is used in DNA profiling

	Grade Level(s):	11
	Last Revision	9/2/2014
	Date:	5/2/2014
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• Explain that non-disjunction can lead to changes in chromosome number, illustrated by reference to

 That the genetic code for humans is unit 	versal
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• The potential benefits and possible harmful effects of genetic modification

Reasoning - Students will:

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Down Syndrome

- Analyse a human karyotype to determine gender and whether non-disjunction has occurred
- heterozygous, carrier and test cross
- State that some genes have more than two alleles
- Describe ABO blood groups as an example of codominance and multiple alleles
- chromosomes in humans
- humans
- Define sex linkage
- Describe the inheritance of color blindness and hemophilia as examples of sex linkage
- Explain that female carriers are heterozygous for X-linked recessive alleles
- Predict the genotypic and phenotypic ratios of offspring of monohybrid crosses involving any of the above patterns of inheritance
- Deduce the genotypes and phenotypes of individuals in pedigree charts
- State that in gel electrophoresis, fragments of DNA move in an electric field and are separated according to their size
- to determine paternity and also in forensic investigations
- Analyse DNA profiles to draw conclusions about paternity or forensic investigations
- Outline three outcomes of the sequencing of the complete human genome
- translated from them is unchanged because the genetic code is universal
- DNA ligase
- State two examples of the current uses of genetically modified crops or animals
- Discuss the potential benefits and possible harmful effects of one example of genetic modification
- Define clone
- Outline a technique for cloning using differentiated animal cells
- Discuss the ethical issues of therapeutic cloning in humans

common Misunderstandings	Essential new vocabulary	
 Dominant traits are always more common in human populations 	• Gene	
Crossing organisms with a particular trait will always produce a mix of that trait	Allele	
There are only two types of a trait, dominant and recessive	Genome	
Chromosomes in the cells are in the shape of an "X"	Gene mutation	
• Scientists can see DNA. This is how we know it's structure and is how we map where we find certain	Meiosis	
genes.	 Homologous chromosomes 	
	Crossing over	
	Karyotyping	
	Amniocentesis	
	Non-disjunction	
	Genotype	
	Phonotype	

• State that in karyotyping, chromosomes are arranged in pairs according to their size and structure. • Define genotype, phenotype, dominant allele, recessive allele, codominant alleles, locus, homozygous,

• Determine the genotypes and phenotypes of the offspring of a monohybrid cross using a Punnett grid

• Explain how the sex chromosomes control gender by referring to the inheritance of X and Y

• State that some genes are present o the X chromosome and absent from the shorter Y chromosomes in

• State that a human female can be homozygous or heterozygous with respect to sex-linked genes

Outline the use of polymerase chain reaction to copy and amplify minute guantities of DNA

• State that gel electrophoresis of DNA is used in DNA profiling, and describe the application of profiling

• State that when genes are transferred between species, the amino acid sequence of polypeptides

• Outline a basic technique used for gene transfer involving plasmids, a host cell, restriction enzymes and

- Dominant allele
- Recessive allele
- Co-dominant alleles
- Lucus
- Homozygous
- Heterozygous
- Carrier
- Test cross
- Monohybrid
- Punnett Grid
- ABO blood groups
- Sex chromosomes
- Sex linkage
- GenotypesPhenotypes
- Polymerase chain reaction
- Gel electrophoresis
- Plasmids
- Host cell
- Restriction enzymes
- Clone