

## Section 1 ■ Genetics



## Schedule

Block Schedule: 1 session (■ denotes activities recommended for block schedule.)

Single Periods: 2 sessions

## Objectives

1. **Explain** how traits are inherited.
2. **Identify** Mendel's role in the history of genetics.
3. **Use** a Punnett square to predict the results of crosses.
4. **Compare and contrast** the difference between an individual's genotype and phenotype.

 QCC Standards

1, 2, 4, 10, 11, 11.1, 11.2

## Motivate

- \_\_\_\_\_ Explore Activity, p. 125
- \_\_\_\_\_ Before You Read, p. 125 (Foldables, p. 13, **CRB**)
- \_\_\_\_\_ Section Focus Transparency 1, **TCR** (Transparency Master and Study Guide, pp. 40, **CRB**)

## Teach

- |                                                                                          |                                                                                                  |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| _____ Content Background, pp. 124E–124F, <b>TWE</b>                                      | ■_____ Activity: Predicting Results, p. 133<br>(Activity Worksheet, pp. 5–6, <b>CRB</b> )        |
| _____ Science Online, p. 127                                                             | _____ Content Outline for Teaching, Section 1<br>(Note-taking Worksheet, pp. 29–31, <b>CRB</b> ) |
| _____ Identifying Misconceptions, p. 128, <b>TWE</b>                                     | _____ Laboratory Activity 1, pp. 9–10, <b>CRB</b>                                                |
| _____ MiniLAB: Comparing Common Traits, p. 128<br>(MiniLAB Worksheet, p. 3, <b>CRB</b> ) | _____ Laboratory Activity 2, pp. 11–12, <b>CRB</b>                                               |
| _____ Visual Learning, pp. 129, 132, <b>TWE</b>                                          | _____ Home and Community Involvement, p. 36, <b>TCR</b>                                          |
| _____ Make a Model, p. 130, <b>TWE</b>                                                   | _____ Spanish Resources, Section 1, <b>CRB</b>                                                   |
| _____ Math Skills Activity, p. 131                                                       |                                                                                                  |
| _____ Quick Demo, p. 131, <b>TWE</b>                                                     |                                                                                                  |
| _____ Inclusion Strategies, p. 131, <b>TWE</b>                                           |                                                                                                  |

## Assess

- \_\_\_\_\_ Section Assessment, p. 132
- \_\_\_\_\_ Skill Builder Activities, p. 132
- \_\_\_\_\_ Performance Assessment in the Science Classroom, pp. 57, 89, 97, 109, **TCR**

## Reteach/Reinforce

- \_\_\_\_\_ Directed Reading for Content Mastery, pp. 15, 16, **CRB**
- \_\_\_\_\_ Spanish Directed Reading for Content Mastery, pp. 19, 20, **CRB**
- \_\_\_\_\_ Reinforcement, p. 23, **CRB**
- \_\_\_\_\_ Mathematics Skill Activities, p. 23, **TCR**

## Enrich/Apply

- \_\_\_\_\_ Enrichment, p. 26, **CRB**

## Multimedia Options

- \_\_\_\_\_ Vocabulary Puzzlemaker Software, Ch. 5
- \_\_\_\_\_ Guided Reading Audio Program (English & Spanish), Ch. 5
- \_\_\_\_\_ Interactive CD-ROM, Presentation Builder and Exploration, Ch. 5
- \_\_\_\_\_ Using the Internet in the Science Classroom, **TCR**
- \_\_\_\_\_ Science Web site: [science.glencoe.com](http://science.glencoe.com)