**Heredity Unit Table of Contents**:

These items must be in order

**FRONT POCKET:**

\_\_\_\_\_Table of contents (Leave blank, I will check the items off)

**IN BRADS:**

\_\_\_\_\_Cover page (Unit title, color, and illustrations)

\_\_\_\_\_Unit plan (pre-assessment completed)

\_\_\_\_\_**SoUL 2 Mendel’s principles and laws**

Evidence:

 \_\_\_\_\_Notes from text reading Ch 11-1 pgs263-266, Ch 11-3 pgs 270-274

 \_\_\_\_\_Class notes-processed

 \_\_\_\_\_Notes from powerpoint on class website

 \_\_\_\_\_Mendelian genetics color sheet-completed

 \_\_\_\_\_Chromosome and gene expression color sheet- completed

 \_\_\_\_\_Laws/principles foldable

 \_\_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_**SoUL 3 Probability and Punnett squares**

Evidence:

 \_\_\_\_\_Notes from text reading Ch 11-2,pgs267-269

 \_\_\_\_\_Class notes—processed

 \_\_\_\_\_ Vocab terms foldable

 \_\_\_\_\_ Monohybrid cross color sheet-completed

\_\_\_\_\_Dihybrid cross color sheet-completed

\_\_\_\_\_Test cross color sheet-completed

\_\_\_\_\_Probability lab-completed

\_\_\_\_\_Punnett square pea WS packet-completed

\_\_\_\_\_Mouse one trait Sim lab-completed

\_\_\_\_\_Mouse two trait Sim lab-completed

\_\_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_**SoUL 4 Modes of inheritance**

Evidence:

\_\_\_\_\_Notes from text reading Ch 14-1 pgs 341-346, Ch 14-2 pgs 349-351

\_\_\_\_\_Class notes-processed

\_\_\_\_\_Modes of inheritance WS packet-completed

\_\_\_\_\_DNA and phenotype color sheet-completed

\_\_\_\_\_Incomplete dominance color sheet-completed

\_\_\_\_\_Multiple alleles color sheet-completed

\_\_\_\_\_Polygenic inheritance color sheet-completed

\_\_\_\_\_Sex-linked traits color sheet-completed

\_\_\_\_\_Crossing over color sheet-completed

\_\_\_\_\_Parent trait WS-completed

\_\_\_\_\_Shuffle your genes lab-completed

\_\_\_\_\_Pipe cleaner babies lab-completed

\_\_\_\_\_Chicken codominance Sim lab-completed

\_\_\_\_\_Who gets the money lab-completed

\_\_\_\_\_World of genetics word search-completed

\_\_\_\_\_Genetics challenge (vocab)challenge WS- completed

\_\_\_\_\_Genetics matching (vocab) WS-completed

\_\_\_\_\_Genetics sentence correction(vocab) WS- completed

\_\_\_\_\_Chromosome crossword puzzle-completed

\_\_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NAME**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_**Chromosomal mutations and diseases brochure**

Evidence:

 \_\_\_\_\_Heredity time line-completed

 \_\_\_\_\_Chromosome mutations WS-completed

 \_\_\_\_\_Karyotype Sim lab-completed

 \_\_\_\_\_Chromosomal disease disorder project instructions/Research notes

 \_\_\_\_\_Genetic disease/disorder summary chart

 \_\_\_\_\_Notes from text reading Ch 14-1 pgs 346-348, Ch 14-2 pgs 352-353

\_\_\_\_\_Notes from text reading Ch 13-4 pgs 331-333, Ch 14-3 pgs 355-360

\_\_\_\_\_ Mutation foldable-processed

\_\_\_\_Chromosomal alterations color sheet-completed

\_\_\_\_\_ Nondisjunction color sheet-completed

\_\_\_\_\_DNA and chromosome color sheet-completed \_\_\_\_\_Mutation and gene expression color sheet-completed

\_\_\_\_\_Genetic engineering color sheet-completed \_\_\_\_\_Gene probes color sheet-completed

\_\_\_\_\_DNA fingerprinting color sheet-completed \_\_\_\_\_Gene therapy color sheet-completed

\_\_\_\_\_Transgenic plants color sheet-completed \_\_\_\_\_Recombinant DNA color sheet-completed \_\_\_\_\_Antisense technology color sheet-completed

\_\_\_\_\_Genetic disorder word scramble WS-completed

 \_\_\_\_Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_**Reflection**: answer the following questions on a sheet of paper and place at the end of the Inquiry Notebook. This entry is a LARGE part of the notebook grade so do not skip it!

\*What topic(s) do you feel you know the best?

\*Why?

\*What topic(s) did you learn the most about?

\*Why?

\*What topic(s) do you still not understand?

\*What could you do differently to improve your understanding? (i.e. tutoring, trying different sources of info(video, class website), completing vocab cards, etc)

\*Why did you choose that?

\*What could be keeping you from doing well in this unit OR class?

\*Do you need help with organizing, vocab, writing requirements, etc in this class?

\*What would you like to do more of in class?

\*How could that benefit you and other students too?

\*Other than homework/SoULS, what would you do less of, if anything?

\*How would that benefit you and other students too?

\*How do you feel about the collaborative projects we do, such as the Heredity Timeline?

\*Would you do collaborative work differently? If so, how?

\*How well did your group work together? Tell me evidence/examples to back this up.

\*What could you do to make the group better? (getting rid of someone would NOT be an option)

\*Are there any circumstances in school/your life that I should know about that could be affecting your work?

\*Let me know anything else important affecting you in this class that I did not cover in a question.

**BACK POCKET:**

\_\_\_\_\_Vocab flashcards

\_\_\_\_\_Vocab pre-test

\_\_\_\_\_Vocab post-test

\_\_\_\_\_Unit test/re-test