

I'm not robot!

Genetics worksheet middle school pdf printable templates pdf

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This curriculum includes topics such as the scientific method, cells, biochemistry, photosynthesis and respiration, mitosis and meiosis, DNA and RNA, genetics, ecology, evolution and creation, taxonomy, viruses and bacteria, protists and fungi, and finally animals. Students will learn through texts, videos, online interactives and through hands-on and virtual lab investigations. (GVL course pages are linked as sources for the pages I copied their information from. They are all edited to some degree. All of the crossword puzzles are made from the GVL material as well as study questions and key term sheets.) And a thank you to Holly Dunn and Liz Mogg for all their help with preparing this course. Notes: I believe in a literal six-day creation of the world by our holy, loving, almighty, creative God. This will be discussed in the beginning of the course to give the framework for how evolution will be approached. Natural selection is taught as it corresponds with Biblical truth but not beyond that. Students will gain some understanding of secular evolutionary thought and come away strengthened in their faith. Many of the materials mention "millions of years," and I can't get away from that, but the students will not be required to take any of that as fact. There is no test on evolution; instead, students finish that chapter by presenting their beliefs about creation and evolution. Materials needed Lesson 1 Welcome to your first day of school! I wanted to give you one important reminder before you begin. Many of your lessons below have an internet link for you to click on. When you go to the different internet pages for your lessons, please DO NOT click on anything else on that page except what the directions tell you to. DO NOT click on any advertisements or games. DO NOT click on anything that takes you to a different website. Just stay focused on your lesson and then close that window and you should be right back here for the next lesson. Okay? If you didn't get here through MY EP Assignments, I suggest you go there and create an account. (*Print out your First Quarter Grading sheet or use the Excel version. Keep in mind that your success in Biology will be directly proportional to the amount of effort you invest. You should complete every activity assigned to strengthen your understanding of each concept. Expectations Put forth your best effort. Be responsible for your own learning. Read directions carefully. Believe in your abilities. Confidence is half the battle. Read all text and supplementary materials as assigned. Try, and then try again. Complete all assignments as assigned. Ask Questions! Practice. Practice. Practice. Safety Laboratory – safety is important! Although many labs are online, students will be conducting some labs at home. All students are encouraged to wear protective equipment at all times while conducting labs. Assignments Save all your work to your hard drive or disk and also save it in another location (i.e., a disk or flash drive). Sometimes things can happen to your computer, and it may be necessary for you to prove that you have completed all assignments. Cheating and plagiarism is lying and stealing. What is Biology? Read over the key terms. You don't need to learn all of these terms now. Use this to refresh your memory about what you've learned previously. This is your answer key for the course. This is the end of your work for this course for your first day. You are allowed to move at your own pace (this is homeschooling), but it's intended you complete one lesson a day. Lesson 2 Learn about the terminology of biology. This chart shows how the words used in biology are formed. They have meanings. Read about the "Study of Life." Over the next few days you will look more closely at the characteristics of life. For today, think about what you already know about living and non-living things. Even if you have never taken a biology course before, you know some characteristics/attributes that living things have in common. Make a list of what living things have in common. What makes something alive? Then write at least three characteristics of living things with descriptions and examples as shown in the example below. Characteristic: the need to be able to obtain and use energy Description: If something is alive, it needs a source of energy. Example: Plants get their energy from the sun. Animals eat plants or other animals. Mushrooms feed on decaying organic material. (source) Record your score out of 10. Take off one point for each incomplete section of the assignment. There are nine things you should have written. Lesson 3* (Note that an asterisk * indicates that there is a worksheet on this lesson) *Print the outline (source), or just create your own. Take notes in an outline form. The title is Characteristics of Life. Then you will write "I. All living things are made with one or more cells." Then you would indent and write A., B., etc., with some information. Read about three characteristics of life. All living things are made with one or more cells. All living things must be able to obtain and use energy. Plants use the process of photosynthesis to get energy. Cell organelles called chloroplasts convert the sun's energy into usable energy for the plant. Animals have organelles called mitochondria, which carry out a chemical reaction which turns the food we eat into energy during digestion when the food is broken down. The energy is used by our cells to keep us going. All living things react to a stimulus. Watch the Seed to Flower video. How do you react to stimuli? Do you jump when you hear a loud noise? Do you squint when a light is bright? Do you react to smells? Lesson 4 Continue your outline. If you printed out an outline, turn it over and write your own on the back for the next three characteristics. All living things reproduce, sexually. The most common form of asexual reproduction is when bacteria and other single-cell organisms divide themselves into two identical cells. They reproduce by dividing. It can happen as quickly as every thirty minutes, sexually. Reproduction sexually is the combining and multiplying of cells, instead of the dividing of them. This most commonly happens when male and female single cells combine and then multiply. Some animals can only reproduce every couple of years. Others, like mice, can reproduce every month. Some have one baby at a time, while others, like the toad, can have thousands at once. All living things grow, develop and die. Every organism has a life cycle, a beginning and an end. Every organism deteriorates and breaks down eventually. Every living thing comes to a point when its cells can no longer do what they must in order to survive. All living things maintain homeostasis. Watch this short video for an overview of the role of homeostasis in the body. Homeostasis happens throughout our bodies. It controls... heart rate respiration rate amount of waste products in the blood the amount of water in the body temp Lesson 5 Read over this list and descriptions of the characteristics of living things. (Just read the top of the page. There's a list of 7 things. Stop at 2. What is Matter?) How does this compare to what you've learned? Pretend you've discovered something you think is alive. Present it to the scientific community (your family) and give at least twelve points of evidence that it is biotic, using at least six characteristics of life you've just learned about. (Read the grading guide below to make sure you do what you are supposed to do.) Record your grade out of 30 for completing this assignment. This is meant to be an oral presentation, but you can request to do it in writing as well. Score up to 5 points for each of six characteristics. State the characteristic and two ways your specimen exhibits that characteristic. Lesson 6 Is it biotic or abiotic? Biotic means living and abiotic means non-living. However, biotic things that are now dead can be considered both biotic and abiotic. It comes not so straightforward at that point. Read about what biology is. (1-12) You don't need to know all the links in the next lesson, I will be linking separately to materials that you should use. This site may require you to log in. If you don't have one, please create an account. Answer questions 1-4. Check your answers. All answers can be found on the answer pages linked on Lesson 1. Record your score out of 4. Lesson 7 Watch the video on evolution and natural selection. When you read about evolution, think about it in terms of natural selection. As a Christian who believes that the earth was created in six days by God, I do believe in natural selection. Of course I do. It exists today. It's something that we can observe happening. I don't accept that somehow these small changes within species somehow over "eons and eons" made species jump and transform into entirely different species. There has never been any observable evidence of that happening. The scientists who believe in that (and not all do) take it on faith that that's how all of the many species came to be. I would rather have faith in God. It makes much more sense that 10 million species came to be because they were created by a creative God than to say that those (possibly over 30 million) species developed simply because they survived best in each ecosystem. If that were the case, don't you think there would be way fewer species out there if it were really about developing into what survived best in that environment? There are many other problems with evolutionary ideas. One is that species don't interbreed, so when the first mutated and crossed the reproductive line, it would've had a mate and would have just died off. A Christian who believes God created man in His image and that man has a spirit can't believe that man was accidentally created by mutation. At what point did human become human and receive a spirit and become God's image? Read the story of creation. The video won't play. You have to read the page and click on "Next" until you get to the section on the "Fall." Complete the quiz. Check your answers. Record your score out of 8. Lesson 8 This assignment had been a youtube video on faith and evolution. It's a Christian look at evolution and how it takes even more faith to believe in evolution than it does to believe in God. If you struggle with the idea of a Creator who has a plan, then watch a movie that looks at the evidence. This on Amazon Prime. It's a struggle with young earth. The scientists are smarter than you are. They have studied it and believe in science. Agree or disagree. If you are changing all the time, then you are changing all the time. They don't know. They only guess. However, God's truth, the Bible, is unchanging. What's true will always be true. (Here's a Forbes article about the creation of the world. They thought the universe was expanding. And everyone said that's how the universe was formed. They said that was wrong and they thought it was a Big Bang. And everyone said that's how the universe was made. God's truth, the Bible, is unchanging. What's true will always be true.) At least they are honest about it. That's why the only one who can tell what happened is the only one who was there! Lesson 9 (Materials Needed) Read through the organization of life terms. Read over the safety information. Complete the lab, "Do Sugar Crystals Grow." Read and follow the directions! Thinking about biotic and abiotic...Did the sugar grow? How did it grow? Did it reproduce? When it stopped growing, did it die? Score 10 points for completing the experiment and 5 points for answering the questions. Record your score out of 15. Lesson 10 Look over your notes from this unit on the characteristics of life. Complete the crossword puzzle for review as well. *Take this quiz to see what you remember about your introduction to biology. Always hold onto things like this because they make excellent review materials for later tests and exams. Check your answers. They just have to be the right idea, not the exact words. Record your score out of 7. Scientific Method Lesson 11* *Fill in the blanks on the note page. Use this page on experiments and the internet. Record 6 points for completing each blank on the page. Take off one point for each incomplete blank. Save this sheet for studying! Write a brief paragraph on how you have used or could use the scientific method to solve a problem. Record 5 points for completing the paragraph. Lesson 12 Read and answer questions three and five about Science and the Natural World. The beginning is review, so you can skim that material. You don't need to use the links on the page, but if the video is working, you can watch it or part of it. Check your answers. Record your score out of 4. up to two points for each question. Do numbers 1-5 on the "Identifying Variables" assignment. The independent variable is the one being tested. The manipulated variable is the one being changed. The controlled variables are kept the same. The dependent variable depends on the independent variable. It's the outcome; it's what responds to the change in the independent variable. Check your answers. Record your score out of 10. Lesson 13 Complete this assignment on developing a controlled experiment. Check your answers. Record your score out of 20. 1 point for each answer + 4 points for the graph if it is labeled and complete. Take off one point for any missing answer. Lesson 14 Answer the "What is the Scientific Method?" questions using "Test Yourself." If you don't get them all right, then use the video Lesson. Record 5 points for completion, if you completed the assignment. Lesson 15 Lesson 16 Watch the scientific method video. Review the chapter on scientific investigation by answering the questions. Just answer in your head, and then click or highlight to see the answers. Record 5 points for completion, if you completed the assignment. Lesson 17 Lesson 18 There are limits to science. It is said that scientists start from two basic assumptions: that the world is explainable and understandable, and that our understanding must be based on what is truthfully perceived and observed. As a Christian I can see how the world having a Creator makes things explainable and understandable. No one except God saw what happened long ago. The Bible is the only record we have of what happened. The Bible is an extremely accurate history book. The scientists who say we must observe in order to know have never, ever observed one species evolving into another, in any way, shape, or form. It's not "real" science. I wasn't there to observe the world's creation, but God was, and we have His record of it. Write two questions that can be answered by science and two questions that can't. Record 5 points for completion. Lesson 19 Lesson 20 Complete the Structure Fits Function assignment. You can do additional research to answer the questions. Look over the answers on the answer pages. Record a score of 20. Take off a point for any incomplete or just plain wrong answers. Review all of your notes and quizzes from the course so far. Take the scientific method quiz. Record your score out of 10. Cells Lesson 21 Intro to Cells Read and answer review questions one through three. Check your answers. Record your score out of 3. Plasmids Lesson 22 *Print out these note pages on cells. Fill in the blanks where info is missing as you read and watch the videos. Read about cells and your "fab" video. Watch this guy talk really fast about this stuff. Lesson 23 Continue filling in your notes from the information on this page on cell organelles. Click around and learn about cell structure. You can use this to help you if you are still filling in blanks. Lesson 24 Take the quiz on Prokaryotic and Eukaryotic cells. (4 questions, 8 points) Take the quiz on cell organelles. (10 questions, 20 points) Record your score out of 28. If you missed any, you can regain those points by answering any of these cell test questions correctly. (If you missed one above, that ended up being 2 points off your total. Here one correct answer is one point.) Lesson 25(*) (Materials: vinegar, eggs, corn syrup/salt/other) Look at this lab report template. (**Start Osmosis Lab. NOTE: You will be using 4 eggs for this experiment. Read through the whole lab first. All 4 eggs will go through the vinegar step (Step 1) together. And then you will divide those 4 eggs for Step 2. Two of the post-vinegar eggs will go in water, and the other two will go in your solution. Write a lab report according to the template. (You can only do the first parts of this today.) Lesson 26 Continue lab observation. Review cells. Click on the different parts to read about them. Lesson 27 Finish your lab and report. Score your lab report according to this rubric. Record your score out of 20. What happened? Water was traveling through the membrane. Life seeks balance. The process is called homeostasis. The water left the cell, the egg, through the membrane and went into the syrup that didn't have any water. You can soak an egg in water. What will happen? Why? Lesson 28 Watch this video on plant cells. Review the terms with flashcards, test, or one of the activities. Lesson 29 If necessary, review cells one more time! Take the quiz. Record your score out of 10. (There are 11 questions. That means you can miss one and still get 10 points.) Complete this cell project. You can use any websites/notes necessary. Score your cell project out of 20. Take off a point for any missing pieces or any obviously wrong answers. Record your score out of 20. Lesson 30 Lesson 31 Explain to someone why these jobs you did on your cell project. Present your project. Score up to 10 points for confident, clear explanation. Answer the questions on macromolecules. Check your answers to the questions. Score 10 points for correctly answering the questions on macromolecules. Take off one point for any answer that are in the answers, but you need to get the meaning correct. Check your answers. Score up to 2 points for each answer. (This leaves room for getting one point for a partially correct answer). Record your score out of 24. 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