

Day 11

Standard(s)	Students will be using graph analysis skills to evaluate why social distancing can “flatten the curve” in the spread of diseases like COVID-19
Learning Targets/I Can Statements	I can explain why social distancing is mandated by the government? I can explain “flattening the curve”
Essential Question(s)	How do you explain flattening the curve?
Resources	Wifi District issued laptop or personal computer
Learning Activities or Experiences	National center for case study teaching in science article “Social distancing in the midst of COVID-19”

**This lesson does not encompass the full intent of this indicator*

Day 12

Standard(s)	Analyzing information
Learning Targets/I Can Statements	I can analyze the Covid-19 timelines in Washington and New York states to evaluate the seriousness of the situation we are facing.
Essential Question(s)	How did Covid-19 virus spread in these states?
Resources	Wifi District issued laptop or personal computer
Learning Activities or Experiences	National center for case study teaching in science article-Social distancing in the midst of COVID-19

**This lesson does not encompass the full intent of this indicator*

Day 13

Standard(s)	Students will be using critical analysis skills to evaluate information
Learning Targets/I Can Statements	I can explain how the timelines of spread of Colorado can be applied to evaluate the situation in south carolina?
Essential Question(s)	How do you explain the rise in cases of covid-19 in south carolina?
Resources	Wifi District issued laptop or personal computer
Learning Activities or Experiences	National center for case study teaching in science article "Social distancing in the midst of COVID-19"

**This lesson does not encompass the full intent of this indicator*

Day 14

Standard(s)	Understanding Vaccines
Learning Targets/I Can Statements	I can analyze the importance of vaccines in viral infections.
Essential Question(s)	How do flu shots work? Why are antibiotics not given for viral infections?
Resources	The science behind the flu shot-Article
Learning Activities or Experiences	Read the article, answer questions, take mastery connect quiz

**This lesson does not encompass the full intent of this indicator*

Day 15

Standard(s)	Students analyze the resources is required to develop vaccine
Learning Targets/I Can Statements	I can evaluate the resources required to prepare vaccines
Essential Question(s)	What is required to develop a vaccine?
Resources	Articles-Links Provided 5 ways Henrietta lacks changed medical science Honoring Henrietta lacks-Johns Hopkins Henrietta Lacks and Polio Vaccine
Learning Activities or Experiences	Read articles, analyze articles, answer questions, take mastery connect quiz

**This lesson does not encompass the full intent of this indicator*

Day 16

Standard(s)	Evaluate Cells, cell cycle and cancer cell development/trigger
Learning Targets/I Can Statements	I can summarize how a normal cell changes into a cancer cell
Essential Question(s)	Analyze the events that can lead a normal cell to change into a cancer cell
Resources	Howard Hughes Medical Institute(HHMI) biointeractive-module launch
Learning Activities or Experiences	Launch and complete the interactive module, complete cell cycle handout as the student is working through the module.

**This lesson does not encompass the full intent of this indicator*

Day 17

Standard(s)	Analyze case studies to understand patient histories for breast cancer diagnosis, prognosis and treatment.
Learning Targets/I Can Statements	I can evaluate patient case studies and explain the diagnosis, prognosis and treatment options for breast cancer?
Essential Question(s)	How do we prevent, treat and cure breast cancer?
Resources	Article Breast Cancer Risk: Using real medical histories to rank genetic and environmental influences
Learning Activities or Experiences	Read case studies, analyze information and answer questions related to case studies.

**This lesson does not encompass the full intent of this indicator*

Day 18

Standard(s)	Relationship between genes, chromosomes and DNA
Learning Targets/I Can Statements	I can complete review and complete assessment on USA Testprep
Essential Question(s)	What is the relationship between genes, chromosomes and DNA
Resources	USA Test prep activities, class notes
Learning Activities or Experiences	Complete assessment on USA test prep

**This lesson does not encompass the full intent of this indicator*

Day 19

Standard(s)	Review concepts of dominant and recessive traits
Learning Targets/I Can Statements	I can differentiate between dominant and recessive traits and predict the probability of Inheritance
Essential Question(s)	How are traits inherited?
Resources	Gizmo- Inheritance
Learning Activities or Experiences	Launch gizmo, complete gizmo and answer the student exploration document

**This lesson does not encompass the full intent of this indicator*

Day 20

Standard(s)	Biomolecules-Evaluate ATP and glucose
Learning Targets/I Can Statements	I can explain why we need to eat and breathe
Essential Question(s)	What is the relationship between metabolism and biomolecules
Resources	Web quest Website provided-ATP web quest
Learning Activities or Experiences	Explore the web quest and answer the given question on ATP

**This lesson does not encompass the full intent of this indicator*

Day 21

Standard(s)	Analyze communicable diseases and the key actions involved in preventing a communicable disease
Learning Targets/I Can Statements	I can explain, evaluate the actions required by humans to prevent the spread of communicable diseases
Essential Question(s)	What is a communicable disease and how do we prevent the spread of these diseases?
Resources	Gizmo-Disease Spread
Learning Activities or Experiences	Launch Interactive Gizmo-Complete gizmo and answer questions on student exploratory sheet connected with disease spread gizmo

**This lesson does not encompass the full intent of this indicator*