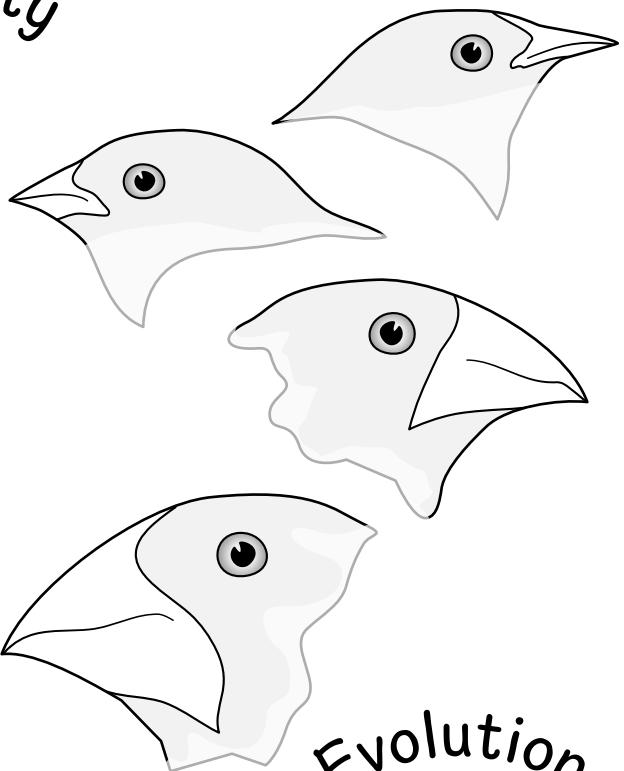
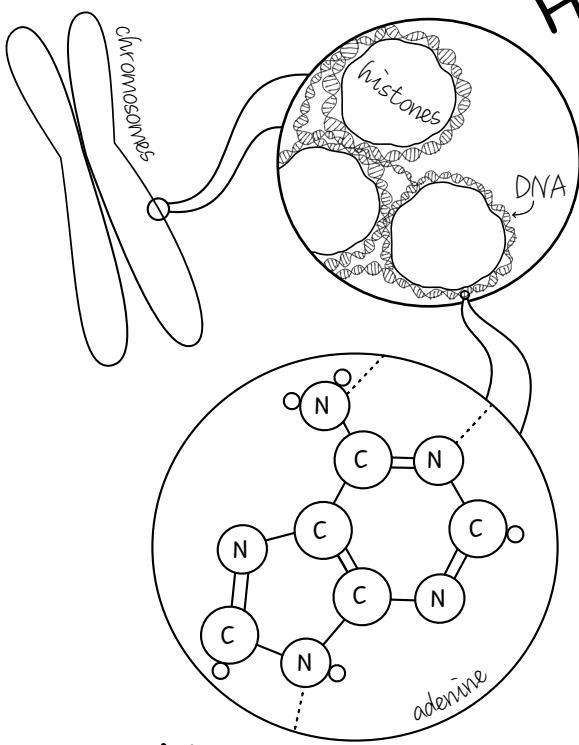


BIOLOGY TWO

	AB	Ab	aB	ab
AB	AABB 	AABb 	AaBB 	AaBb
Ab	AABb 	AAbb 	AaBb 	Aabb
aB	AaBB 	AaBb 	aaBB 	aaBb
ab	AaBb 	Aabb 	aaBb 	aabb

Heredity



Genetics

Evolution

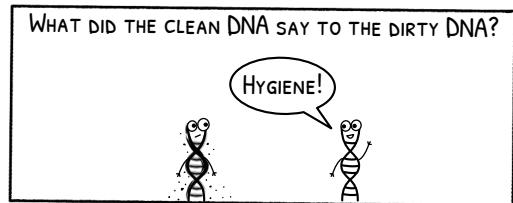
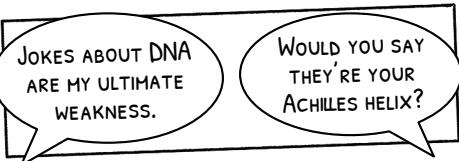
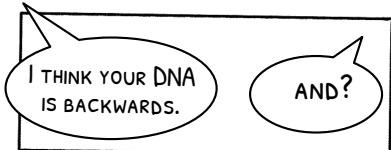
BIOLOGY

~ SPRING 2022 ~

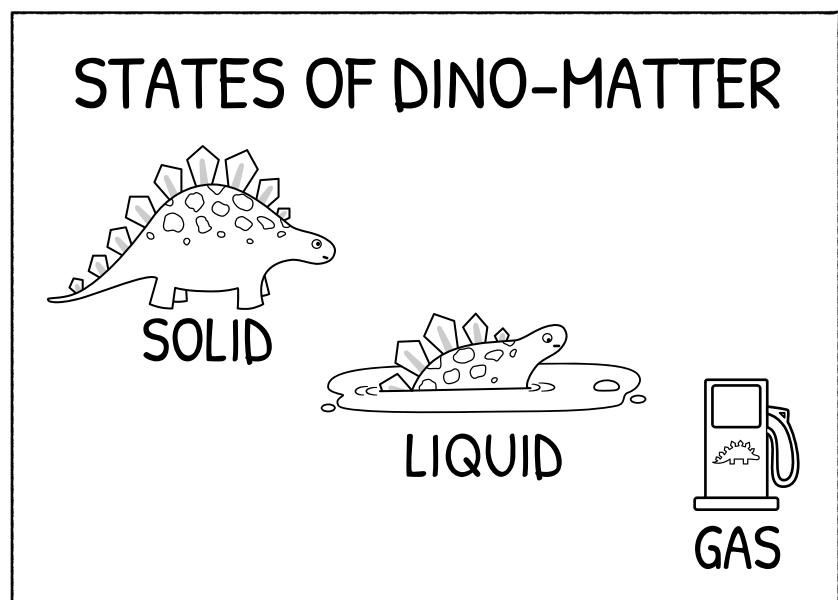
	Date	Topic	Page(s)
Week 1	Monday, Jan 24	What is a species?	6-7
	Wednesday, Jan 26	Life finds a way	8-9
	Friday, Jan 28	Activity: Vegetative propagation with potato	10-15
Week 2	Monday, Jan 31	Mendel's famous experiment	16-17
	Wednesday, Feb 2	Inheritance explained	18-21
	Friday, Feb 4	Deep dive: Why aren't Zebras domesticated?	
Week 3	Monday, Feb 7	The laws of heredity 1	22-25
	Wednesday, Feb 9	The laws of heredity 2	26-29
	Friday, Feb 11	Deep dive: Punnett Square Practice	
Week 4	Monday, Feb 14	Pet pedigree puzzle	30-33
	Wednesday, Feb 16	Bigger Punnett squares	34-37
	Friday, Feb 18	Heredity Quiz Show	38-41
Week 5	Monday, Feb 21	What is a gene?	42-44
	Wednesday, Feb 23	Chromosomes	45-47
	Friday, Feb 25	Deep dive: Red-green colorblindness	
Week 6	Monday, Feb 28	Meiosis and mistakes	48-49
	Wednesday, Mar 2	The Genetic Code 1	50-51
	Friday, Mar 4	Activity: Gummy worm karyotypes	52-55
Week 7	Monday, Mar 7	The Genetic Code 2	56-57
	Wednesday, Mar 9	Blood types explained	58-60
	Friday, Mar 11	Activity: What's the blood type?	61-63
Week 8	Monday, Mar 14	Mutations	64-65
	Wednesday, Mar 16	Nature and nurture	66-67
	Friday, Mar 18	Deep dive: Why Red Delicious are the least delicious apples	68-69
Week 9	Monday, Mar 21	Calico Cats & X-linked traits	70-71
	Wednesday, Mar 23	Modifying genes and gene therapy	72-73
	Friday, Mar 25	Genetics Quiz Show	74-77
Week 10-11	March 28- April 8	TWO WEEK SPRING BREAK	

Live classes are held each Monday and Wednesday. Activities and reading assignments listed on Fridays are completed independently. There are two sessions of each of the Monday/Wednesday classes. The first session starts at 11 am EST. The second session starts at 1:00 pm EST. Each live class lasts between 30 and 45 minutes.

The classes are recorded and can be watched anytime after the recording date. Each week also has optional activities or reading assessments (deep dives). Students who complete and submit all activities and assignments will receive a bonus certificate of completion.



	Date	Topic	Page(s)
Week 12	Monday, Apr 11	Endangered vs invasive species	
	Wednesday, Apr 13	Darwin and the Galapagos	
	Friday, Apr 15	Activity: Journey of the HMS Beagle	
Week 13	Monday, Apr 18	Survival of the fittest	
	Wednesday, Apr 20	Color-changing moths	
	Friday, Apr 22	Deep dive: When Sherpas climb Mt. Everest	
Week 14	Monday, Apr 25	Genetic drift	
	Wednesday, Apr 27	Phylogenies and family trees	
	Friday, Apr 29	Activity: Model a gene in a population	
Week 15	Monday, May 2	What is a species really?	
	Wednesday, May 4	How are animals related?	
	Friday, May 6	Deep dive: How DNA analysis rewrote phylogenetic trees	
Week 16	Monday, May 9	Australia vs New Zealand	
	Wednesday, May 11	The fossil record	
	Friday, May 13	Activity: Build your own phylogeny	
Week 17	Monday, May 16	Timeline of life on Earth	
	Wednesday, May 18	Evolution Quiz Show	



How to use this course:

For younger students (2nd-5th grade) we recommend a “get the basics” approach that focuses on the Mon/Wed classes. For older or more advanced students (6th-8th grade) we recommend completing each of the Friday activities and assignments to reinforce the concepts covered.

Option One: Get the Basics

Ideal for younger students

Participate in Mon-Wed classes only. Friday activities, articles, and other assignments are optional. They can be skipped, saved for later, or completed depending on your preference.

Option Two: The Full Course

Ideal for older students & advanced learners

Participate in Mon-Wed classes and do the Friday activities and reading assignments. Complete all quizzes and assignments to receive a certificate of completion at the end of the course.

Tips for best learning:

- Read the pages that go with each lesson before watching the video. Take 10-15 minutes before class to see if you can fill in the blanks. If you can't fill in everything, that's okay! Listen during class to see if you can complete the page.
- If a lesson moved too fast, rewatch it later to help learn the concepts.
- Download the answer key for the notes, but don't look at the answers until after you give things a try yourself!

Project Supply List:

Jan 28 - Vegetative Propagation with Potato

- Potato or sweet potato (for quicker results, use one where the eyes have already begun to sprout)
- Knife
- 4 large pots or burlap sacks
- Potting soil

Jan 24-Feb 18 - Heredity Anchor Diagram

- Paper and art supplies

Feb 25 - Gummy Worm Karyotypes

- Enough gummy worms or other oblong-shaped colorful candy to create 16 pairs of chromosomes
- Chocolate (to melt and cover some of the gummy worms.)
- Knife or scissors

Mar 4 - What's the Blood Type?

- Home blood typing kit (optional)

Mar 18 - Apple Variety Taste Test

- Several varieties of apple including Red Delicious, Granny Smith, and three other types.
- Knife

Feb 21-Mar 25 - Genetics Anchor Diagram

- Paper and art supplies

April 8 - Journey of HMS Beagle

- Printable world map
- Paper and scissors
- Yarn or art supplies such as crayons, colored pencils, markers, or paint

April 22 - Model a Gene in a Population

- 20 black marbles and 20 white marbles (or other items that can be drawn randomly in a sample such as beans, candy, coins, or dice marked with tape, etc)

May 6 - Build your own phylogeny

- Paper and art supplies

Apr 4-May 13 - Evolution Anchor Diagram and Timeline

- Paper and art supplies

Which science standards are covered in this course?

The standards listed below are the national science standards for K-12 education in the United States. They are commonly referred to as Next Generation Science Standards or NGSS.

MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. **Apr 4, Apr 6, Apr 11, Apr 13**

MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. **Mar 14**

MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. **Feb 21, Feb 23, Feb 28, Mar 2, Mar 9, Apr 4**

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. **Jan 26, Jan 31, Feb 2, Feb 7, Feb 14**

MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. **Apr 25, Apr 27, May 4, May 9**

MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. **Apr 20, Apr 27**

MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. **Apr 20**

MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. **Apr 11, Apr 13**

MS-LS4-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. **Mar 21**

MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. **Apr 18**

Date	Topic	NGSS	Page(s)
Wednesday, Jan 26	Life finds a way	MS-LS3-2	-
Monday, Jan 31	Mendel's Famous Experiment	MS-LS3-2	
Wednesday, Feb 2	The laws of heredity 1	MS-LS3-2	
Monday, Feb 7	The laws of heredity 2	MS-LS3-2	
Monday, Feb 14	Punnet squares	MS-LS3-2	
Monday, Feb 21	What is a gene?	MS-LS3-1	
Wednesday, Feb 23	Chromosomes and linked traits	MS-LS3-1	
Monday, Feb 28	Protein synthesis	MS-LS3-1	
Wednesday, Mar 2	Blood types explained	MS-LS3-1	
Wednesday, Mar 9	Mutations	MS-LS3-1	
Monday, Mar 14	Nature and nurture	MS-LS1-5,	
Monday, Mar 21	Modifying genes and gene therapy	MS-LS4-5	
Monday, Apr 4	Endangered vs invasive species	MS-LS1-4, MS-LS3-1	
Wednesday, Apr 6	Darwin and the Galapagos	MS-LS1-4	
Monday, Apr 11	Survival of the fittest	MS-LS1-4, MS-LS4-4	
Wednesday, Apr 13	Color-changing moths	MS-LS1-4, MS-LS4-4	
Monday, Apr 18	Genetic Drift	MS-LS4-6	
Wednesday, Apr 20	Phylogenies and family trees	MS-LS4-2, MS-LS4-3	
Monday, Apr 25	What is a species really?	MS-LS4-1	
Wednesday, Apr 27	How are animals related?	MS-LS4-1, MS-LS4-2	
Wednesday, May 4	The fossil record	MS-LS4-1	
Monday, May 9	Timeline of life on Earth	MS-LS4-1	

What makes a species?

The domestic dog includes hundreds of different breeds with diverse personalities, shapes, and sizes. The biggest dog, an English Mastiff named Zorba, weighed more than 143 kg (315 pounds) and measured 94 cm (37 inches) tall from ground to shoulder. The smallest dog, a Chihuahua named Milly, is just under 10 cm (4 inches) tall and weighs just 0.5 kg (about 1 pound). Mastiffs, Chihuahuas, Dachshunds, and Greyhounds are all called dogs, but they are incredibly different animals!

Zorba

Milly

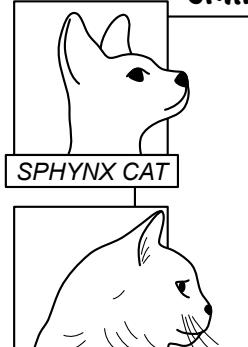
English Mastiff 70-91 cm / 28-36 in 54-104 kg / 120-230 lbs	Chihuahua 15-25 cm / 6-10 in 1.4-3 kg / 3.3-6.6 lbs	Dachshund 20-23 cm / 8-9 in 7-14 kg / 16-32 lbs	Greyhound 68-76 cm / 27-30 in 26-40 kg / 57-88 lbs
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1. What makes a dog a dog? Share your opinion:

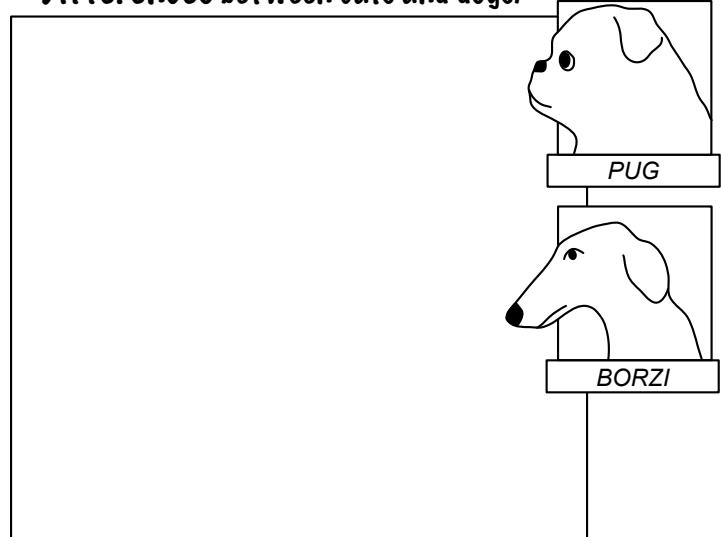
2. If the characteristics you described above were used as the official definition of a dog, would cats also be called dogs?

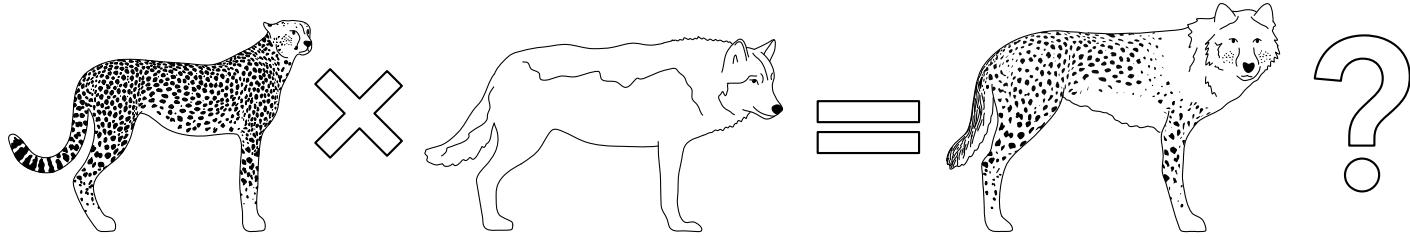
3. List three similarities and differences between cats (*Felis*) and dogs (*Canis*):

Similarities between cats and dogs:



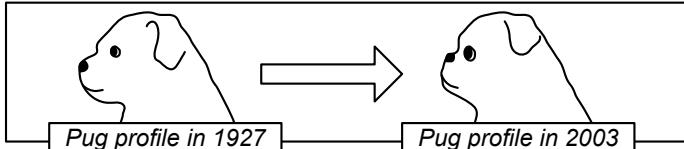
Differences between cats and dogs:



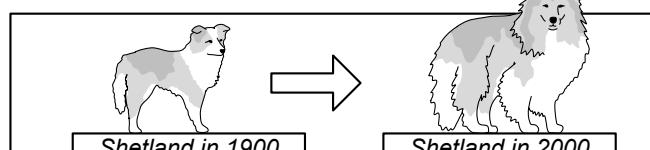


4. Coyotes, wolves, and dogs can all interbreed, creating hybrids like the wolfdog, coywolf, coydog or dogote. Lions and tigers can also be bred to create hybrids, which are called ligers or tigons. In your opinion, would it be possible to cross a cheetah with a wolf? If so, what would you call this hybrid? A woltah? A cheef?
-
-
-

Selective breeding can cause big changes



Breeders prized the “squished face” appearance of the Pug and chose dogs with shorter and shorter snouts. Because of their face shape, modern Pugs are susceptible to eye trouble and breathing problems.



In 1900, Shetland Sheepdogs were reported to weigh between 7 and 10 pounds and have medium length fur. The modern Shetland Sheepdog has doubled in size and has much longer fur.

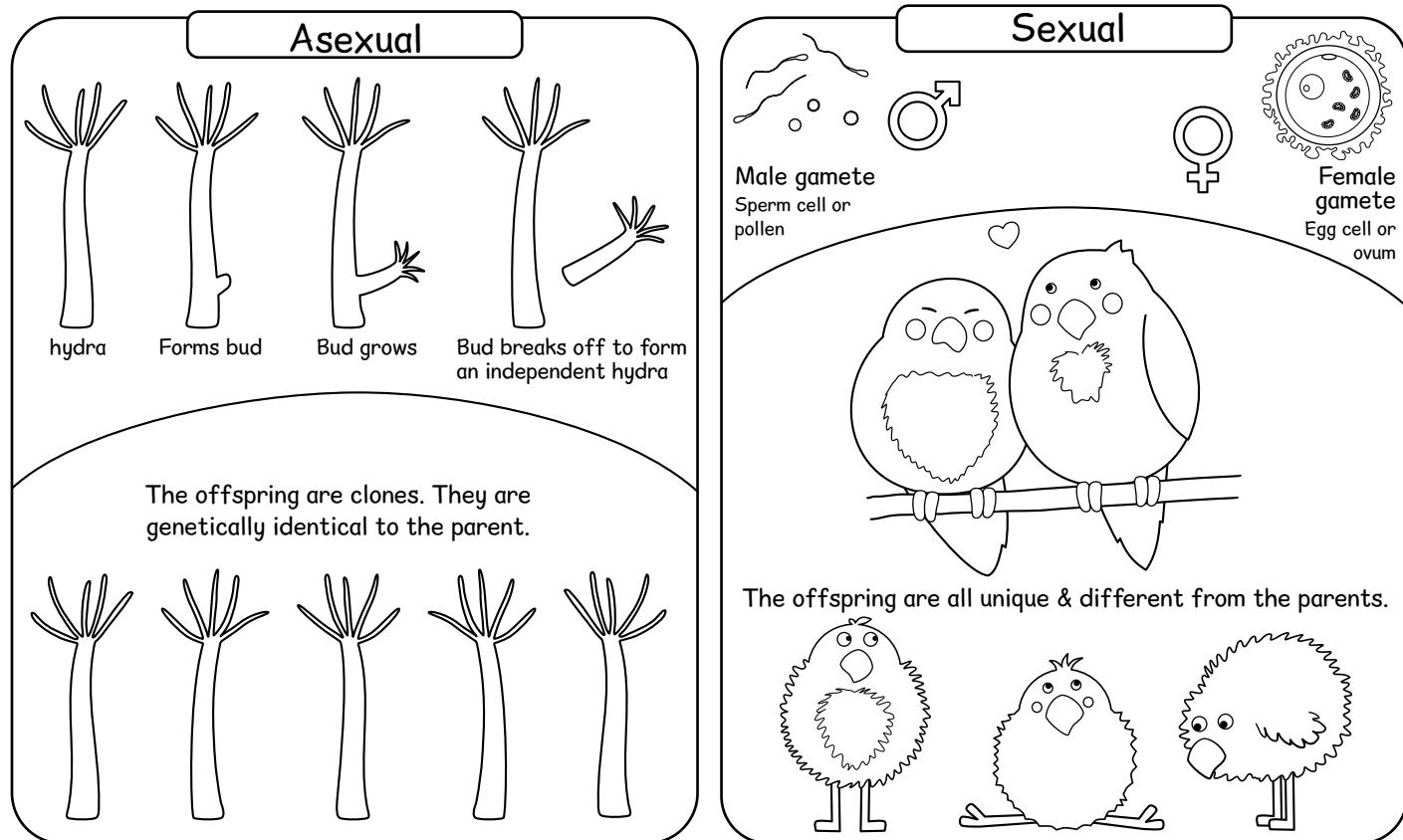
5. Suppose that a settlement on Mars uses Great Danes for pulling sleds while a different settlement uses Chihuahuas for hunting cockroaches that hide in small spaces. If the people in the first settlement selectively breed their Great Danes to be larger and stronger while the people in the second settlement breed their Chihuahuas to be smaller and faster, what would you expect Mars dogs to look like after approximately 1,000 years have passed? Would Great Danes and Chihuahuas be different species from each other then?
-
-
-
-
-

Martian Great Dane in 3022

Martian Chihuahua in 3022

Life finds a way

The **ability to reproduce** is one of the key characteristics in most definitions of life. There are two main strategies: asexual reproduction, which creates identical clones, and sexual reproduction which creates offspring that are different from each parent.



Record the primary advantages and disadvantages in each category below. Consider the following:

- Speed of reproduction: Is the next generation formed and independently growing within minutes or days? Does it take years to form an independent next generation?
- Genetic diversity: is the diversity high (which provides greater resistance to disease) or low (which makes a population more at risk from disease)?
- Does reproduction require a mate? Could one individual reproduce?

ASEXUAL REPRODUCTION

advantages:

disadvantages:

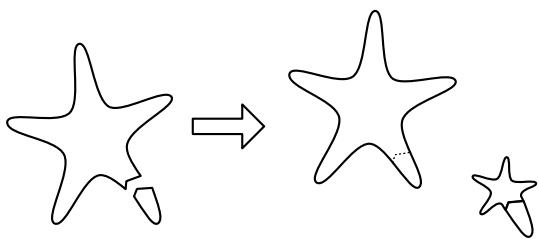
SEXUAL REPRODUCTION

advantages:

disadvantages:

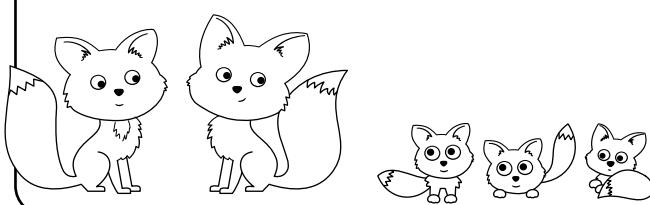
Match each reproductive strategy with the correct definition:

FRAGMENTATION



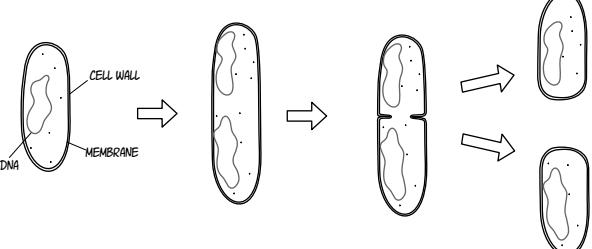
Genetic information from two individuals is combined to create offspring that are genetically different from both parents. This reproductive strategy is common among animals, fungi, and plants.

SEXUAL REPRODUCTION



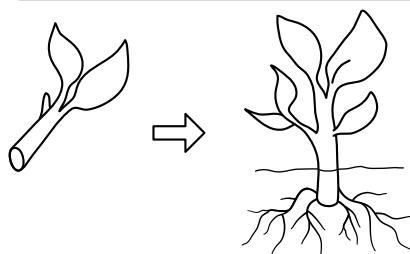
An organism is split into pieces. Each of those fragments then develops into adult individuals that are clones of the original organism. Molds, lichen, sponges, certain worms, and sea stars all use this reproductive strategy.

BINARY FISSION



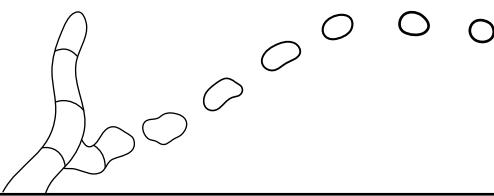
The division of one cell into two identical cells. This reproductive strategy is used by many types of single-celled life forms including bacteria and archaea.

VEGETATIVE PROPAGATION



A specialized cell is formed that can withstand harsh environmental conditions such as drought or extreme heat. Once conditions improve, this cell germinates and begins growing. This reproductive strategy can be either sexual or asexual. Commonly used by fungi.

SPORE FORMATION



A form of reproduction occurring in plants where a fragment or cutting is separated from the parent plant and grows as a separate individual. Commonly used with food crops such as bananas, sweet potato, sugarcane, and pineapple.

Hands-on Science Project

PROPAGATE A POTATO

MATERIALS:



Potato or sweet potato



Knife



Rubbing Alcohol



4 identically-sized pots or bags
Use a large pot or bucket with drainage holes, or a large burlap sack.

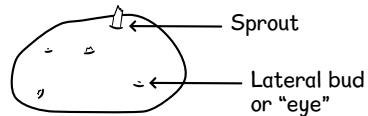


Potting soil
Enough to fill all 4 containers

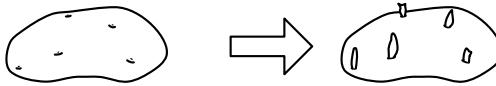
For best results, use sprouting potatoes

Most commercially-available potatoes are treated with chlorpropham, a compound that prevents sprouting. For best results, select a tuber where you can see small sprouts or swelling in the "eyes" of the tuber. If you do not see any sprouts or signs of budding, let the potato sit in a dark location at room temperature until sprouts form.

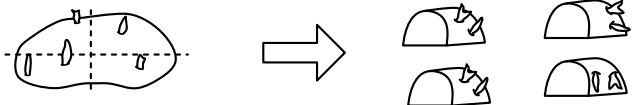
Potatoes are tubers, specialized root structures that store starch. Tubers contain buds that can grow into new plants!



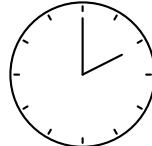
1. Place the potato in a dark and warm area (such as a kitchen cupboard) and let it sit there until sprouts have formed at the eyes. This may take between 1 to 3 weeks.



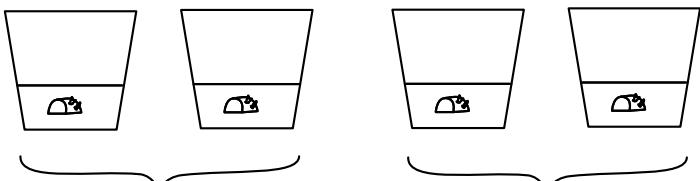
2. When the potato has sprouts, clean the knife with rubbing alcohol. Use the clean knife to cut the potato into 4 pieces that are roughly equal in size. Make sure that each piece of potato has at least one or two "eyes" with sprouts. If there are many sprouts on the piece of potato, break off some of the sprouts so there will be no more than two sprouts per quadrant.



3. Let the cut pieces sit at room temperature for 24 hours. This drying process helps prevent mold from growing on the potatoes after they are planted.



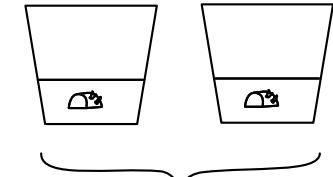
4. Fill the pots or burlap bags 1/3 full with potting soil. Place one potato piece in each container so that the potato is approximately 5 cm or 2 inches below the surface of the soil.



5. Water the soil in each pot so that it is moist. Place two of the pots in a very sunny location and the other two pots in a shady location.

Place two pots in a bright location, either under lamps or next to a window that receives several hours of full sunlight.

6. Care for the plants by keeping the soil moist with regular watering. Do not let the soil become too wet or waterlogged, and be careful that it doesn't dry out completely.



Place two pots in a location with less light (but not dark).

Indoors or Outdoors?

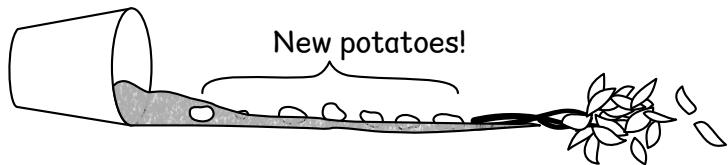
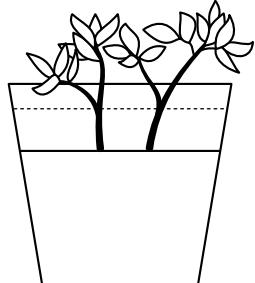
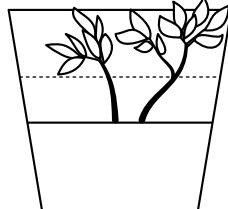
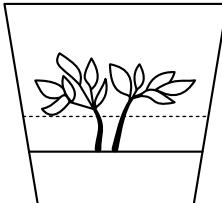
This activity can be done either indoors or outdoors. If you have space and it's winter time, we recommend indoors! If you have cats or dogs, take care that they don't eat the above-ground leaves and stems of the potato plant, which are poisonous. If you would prefer to plant your potatoes outdoors, plant them no earlier than 4 to 6 weeks before the average last frost. They are cold hardy and can handle some freezing or near-freezing temperatures. Whether the plants are indoors or outdoors, they will need at least 10 to 12 weeks of growth to produce a crop of new tubers.

7. After sprouting, continue to add additional layers of potting soil until the pot is full. Record your observations about the size and appearance of the above-ground plants at regular intervals.

8. After 10 to 15 weeks or when the plants begin to die back, pour out the potting soil and sort through it to find the new potato tubers. (See page 13 for more detailed instructions).

How many tubers did you find? Which plants produced the most potatoes?

Fill the pots with more soil as the plants grow.



Observations just after the first sprouts emerge:



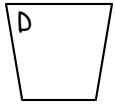
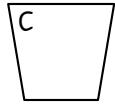
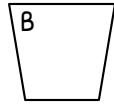
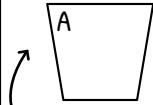
Full sun



Partial sun or shade

Noting the date is a vital part of recording research!

DATE:

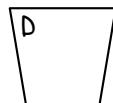
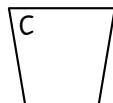
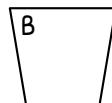
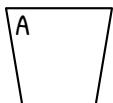


Draw the soil line and a simple representation of your tubers in these pots!

Write a line or two about what you observe.

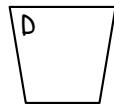
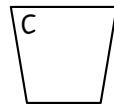
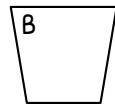
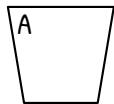
Observations 1 week after the first sprouts emerge. Draw the approximate size and shape of the potato plants growing in each container.

DATE:



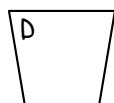
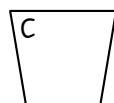
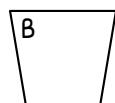
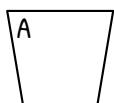
Observations 3 weeks after
the first sprouts emerge:

DATE:



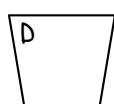
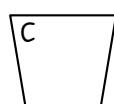
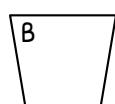
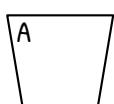
Observations 6 weeks after
the first sprouts emerge:

DATE:



Observations 10 weeks after
the first sprouts emerge:

DATE:



DATE:

POTATO HARVEST

Before harvesting your potatoes, answer the following questions:

1. Which plants have the most above-ground material? Count the approximate number of leaves on each plant and record their numbers.

The plant with the most above-ground mass: _____

The number of leaves on each plant:

A _____

B _____

C _____

D _____

2. How different were the light conditions between your “full sun” and “partial sun” plants? If possible, study the locations for one day and count the number of hours of direct light each plant experienced.

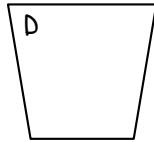
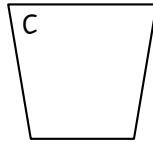
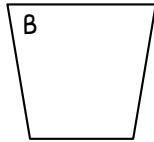
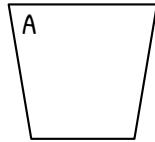
4. Plants get their energy from photosynthesis, which requires light. Which plants were able to do the most photosynthesis during the experiment? What did the plant do with the energy it gathered from photosynthesis?



Full sun



Partial sun or shade



Draw the above ground portion of your potato plants. Then draw a guess of what you think the root structure will look like. How many tubers do you expect to find?

When to harvest potatoes

Farmers usually wait until the tops of the potato plants have turned yellow and died back before harvesting. This allows the plant to store the most starch in the tubers.

With potatoes grown indoors, you can wait for the plants to go dormant or you can harvest them anytime after 10-12 weeks of growth. The choice is yours. Harvesting before 10 weeks will result in very small (pea and marble size) potatoes.

How to harvest potatoes

If the plants are in containers, take them outside and empty the dirt from the container. Sift through all the dirt and separate the tubers from the roots and potting soil.

If the plants are in the ground, loosen the soil around them with a shovel. Pull up the plants and then thoroughly explore the area with shovel and hands to be sure you found all of the tubers.

Wash and dry the potatoes and store them in the fridge until ready to eat. If the skin of a new potato is scratched or damaged during harvesting, then they won't store for as long and should be eaten sooner rather than later.

POTATO HARVEST

After harvesting your potatoes, answer the following questions:

1. Which plants produced the greatest number of tubers? Count the record the number of tubers from each plant.

A

B

C

D

2. Which plant produced the greatest biomass of tubers? In other words, which plant grew the most food? If you don't have a scale to weigh the potatoes, that's okay! Compare the size of the potatoes from each plant and draw pictures to represent the potato production of each.

A

B

C

D

3. The main variable studied in this experiment was light. Ideally, everything else would have been the same for each potato plant. But in real life, experiments don't always have ideal conditions! Were there any other variables that impacted your plants, such as disease, an injury, waterlogged roots, or drought stress?

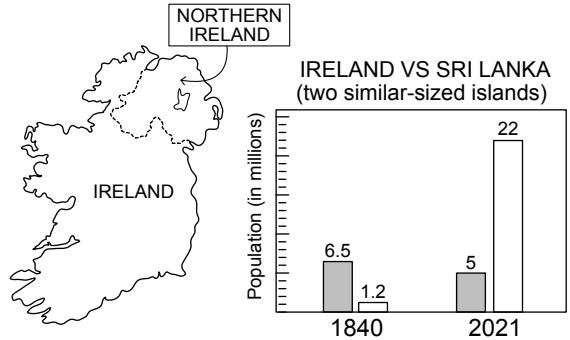
CONCLUSIONS

DATE:

Your potatoes were genetically identical clones. Did they grow into identical plants or did they look different from each other? What impact did light have on the production of your potatoes? Do you have any advice for someone who wants to grow their own potato clones?

Potato Blight and the Irish Potato Famine

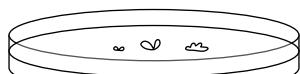
From 1845-1852, Ireland experienced a devastating famine when a fungus-like microorganism called *Phytophthora infestans* caused a serious disease known as potato blight. The blight caused the Irish to lose about $\frac{1}{4}$ of their most important food crop and resulted in over a million people dying of starvation and millions emigrating away from the island in the following years when the potato harvest was poor. Ireland is possibly the only country in the world that has a lower population today (5 million) than in 1840 (about 6.5 million).



How Potatoes are Grown Today

Potatoes can be infected by many different pathogens including viral, fungal, bacterial, and protozoan! Because they are susceptible to so many diseases, many of which are hard to detect, the crops of modern potato farmers actually start out in test tubes!

Tissue Culture (Also called microppropagation)



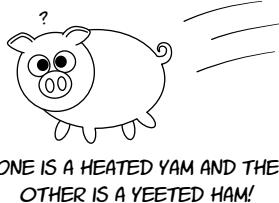
Growing cells in an artificial medium like agar or broth.

It's called tissue culture and it all begins with a small piece of plant about the size of a flake of pepper. This flake of green leaf tissue is taken from a parent plant which was grown in a controlled environment free from viruses.

The disease-free bit of the plant (meristem) is placed in a test tube that has all the nutrients that the plant needs in order to grow. The test tube remains in the sterile lab until the cells have grown into a "plantlet," a small plant with distinct roots, stem, and leaves.

When the plantlets are large enough, they are moved to a greenhouse and planted in the ground. Then, just like regular potatoes, they grow for a few months, forming miniature tubers. After harvesting, these small tubers (called seed potatoes) are sorted and stored until it's time to plant the large crop of potatoes in regular fields.

WHAT'S THE DIFFERENCE BETWEEN A COOKED SWEET POTATO AND A FLYING PIG?



Certified seed potatoes have been tested multiple times to be sure they are free from bacterial, fungal, and viral infections.

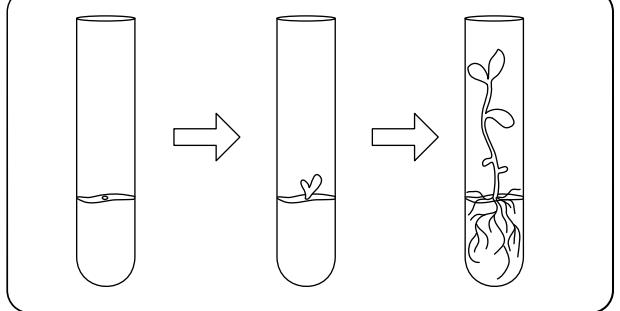
When the seed potatoes are ready to be planted, a large machine uses sharp spikes or suction cups to grab each seed potato and drop it into the designated furrow of soil.

The buds on the seed potatoes sprout into plants and as the plants grow, so does their network of tubers underground. It is now up to the farmer to care for the potatoes by irrigating and fertilizing them. They'll be ready to harvest between 80 to 115 days after planting. At harvest, they're carefully dug up and stored between 10 and 14 days in cool temperatures ($\approx 15^{\circ}\text{C}$) to allow the skins time to harden and minor injuries to seal. Then they're sent to a grocery store near you!

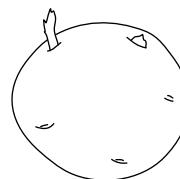


WHY DOES EVERYONE WANT TO EAT US?

WE MUST BE DELICIOUS!



SEED POTATOES



SMALL TUBERS ABOUT 1-2 OUNCES IN SIZE

POTATO SEEDS



PRODUCED FROM FLOWERS THAT GROW INTO GREEN TOMATO-LOOKING BERRIES.

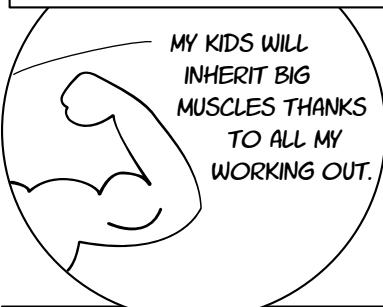
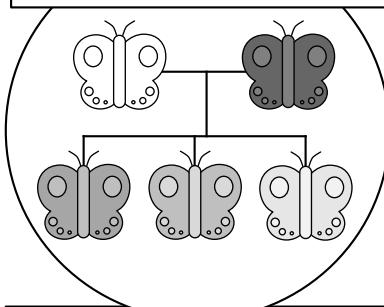
Why is Idaho famous for its potatoes?

The domestic potato originated in the mountains of Peru. Idaho has a similar climate and geology to this area with warm sunny days, cool nights, and fertile volcanic soil that is well-draining and high in nutrients. The high elevation, geologic history, location, and surrounding areas all combine to make Idaho ideal for potato production. The state grows about 13 billion pounds of potatoes every year.

Idaho even has a museum dedicated to the potato with an exhibit of the world's largest potato chip!

The question of inheritance

Throughout history people have had different ideas about how traits are inherited. The three ideas described below were common when Mendel was alive. Which of these ideas best explains what you have observed about traits and how they are inherited? Rate them from one star (not accurate, e.g. there are lots of counter examples for this idea) to four stars (this idea explains inheritance very well).

LAMARCKISM	PANGENESIS	BLENDING
 <p>MY TAIL GOT CUT OFF. I GUESS MY KIDS WON'T HAVE TAILS.</p>	 <p>MY KIDS WILL INHERIT BIG MUSCLES THANKS TO ALL MY WORKING OUT.</p>	
Lamarckism is the belief that acquired traits can be inherited. Giraffes are able to lengthen their necks by constantly stretching, so their offspring will inherit a longer neck.	Pangenesis is the idea that every part of the body produces small particles called gemmules which are then passed on to offspring.	Blending inheritance is the idea that each trait will be inherited by the offspring at about the average level of each parent. For example, your hair color falls between your parents' hair colors.
★ ★ ★ ★	★ ★ ★ ★	★ ★ ★ ★

Gregor Mendel

Mathematician, biologist, abbot, and founder of genetics

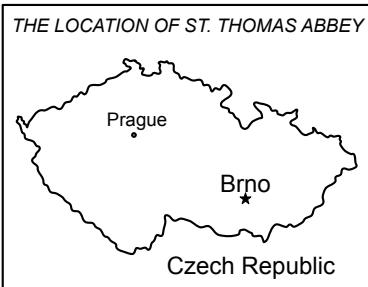
FILL IN THE BLANKS USING THESE WORDS:

garden inheritance traits pea genetics

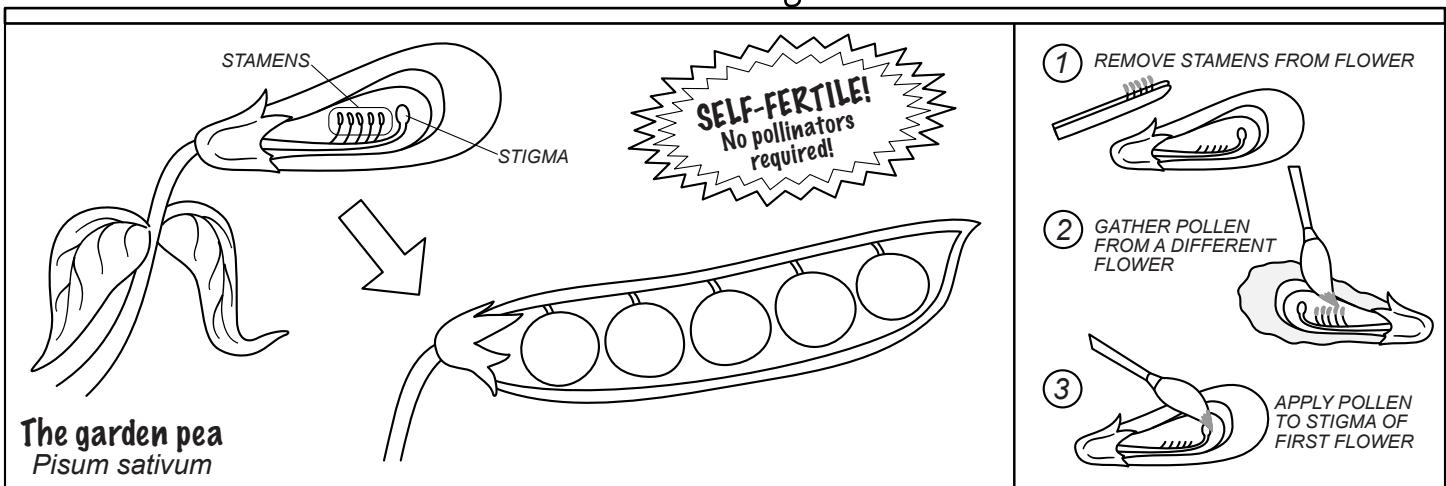
Gregor Mendel was a monk at St. Thomas Abbey. During Mendel's lifetime, the question of how _____ were passed from one generation to the next was one of the great mysteries of science. Popular ideas to explain _____ included Lamarckism, the idea that acquired traits could be passed on to offspring.

In the 1850s, Mendel conducted experiments to discover how inheritance worked. He studied the characteristics of _____ plants, such as green and yellow seeds. His experiments were conducted in a small _____ next to the abbey.

His conclusions were incredibly advanced for his time and he is widely considered to be the founder of modern _____.

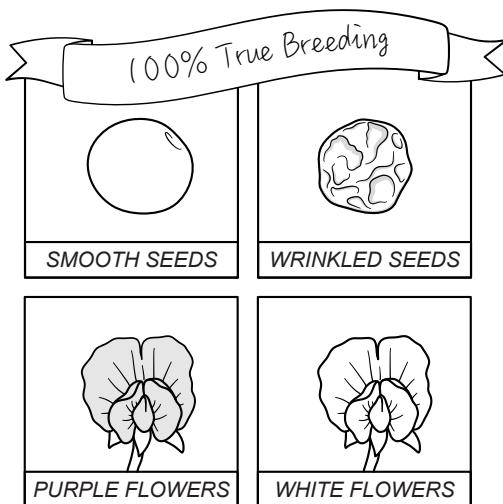


A famous experiment

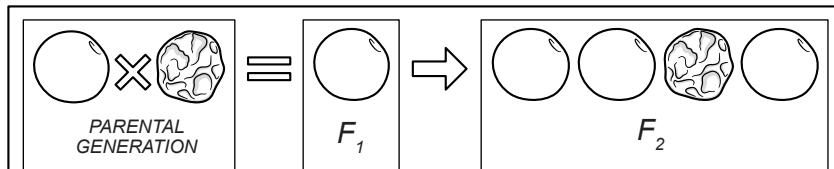


Peas are self-fertile. They do not need pollinators and unless a person intervenes, the pollen on the stamens will fertilize the stigma and produce a pea pod filled with seeds. To cross-pollinate two different pea plants, Mendel used tweezers to remove the stamens from one flower (1) and used a paintbrush to gather pollen from the flower of a different plant (2). The pollen was then applied to the stigma of the first plant to produce hybrid seeds (3).

MEET THE PARENT PEAS!



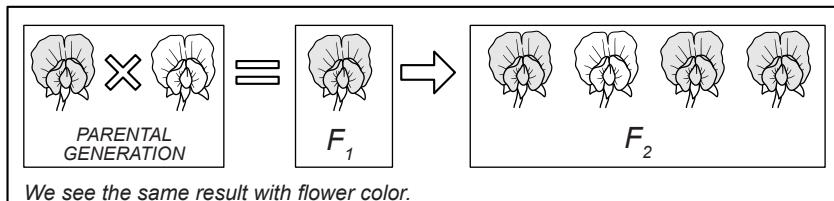
THE EXPERIMENT



A pea plant with smooth seeds is cross-fertilized with a plant that has wrinkled seeds.

ALL of the seeds in that first generation (called the F_1 generation) are smooth.

When those first generation seeds (F_1) are self-fertilized, the next generation shows a 3 to 1 ratio of smooth to wrinkled seeds.



We see the same result with flower color.

If you were Mendel, how would you explain these results? Why is one trait disappearing in the F_1 generation and then coming back again in the next?

Disappearing and reappearing traits?

FILL IN THE BLANKS USING THESE WORDS:

Mendel's results explained

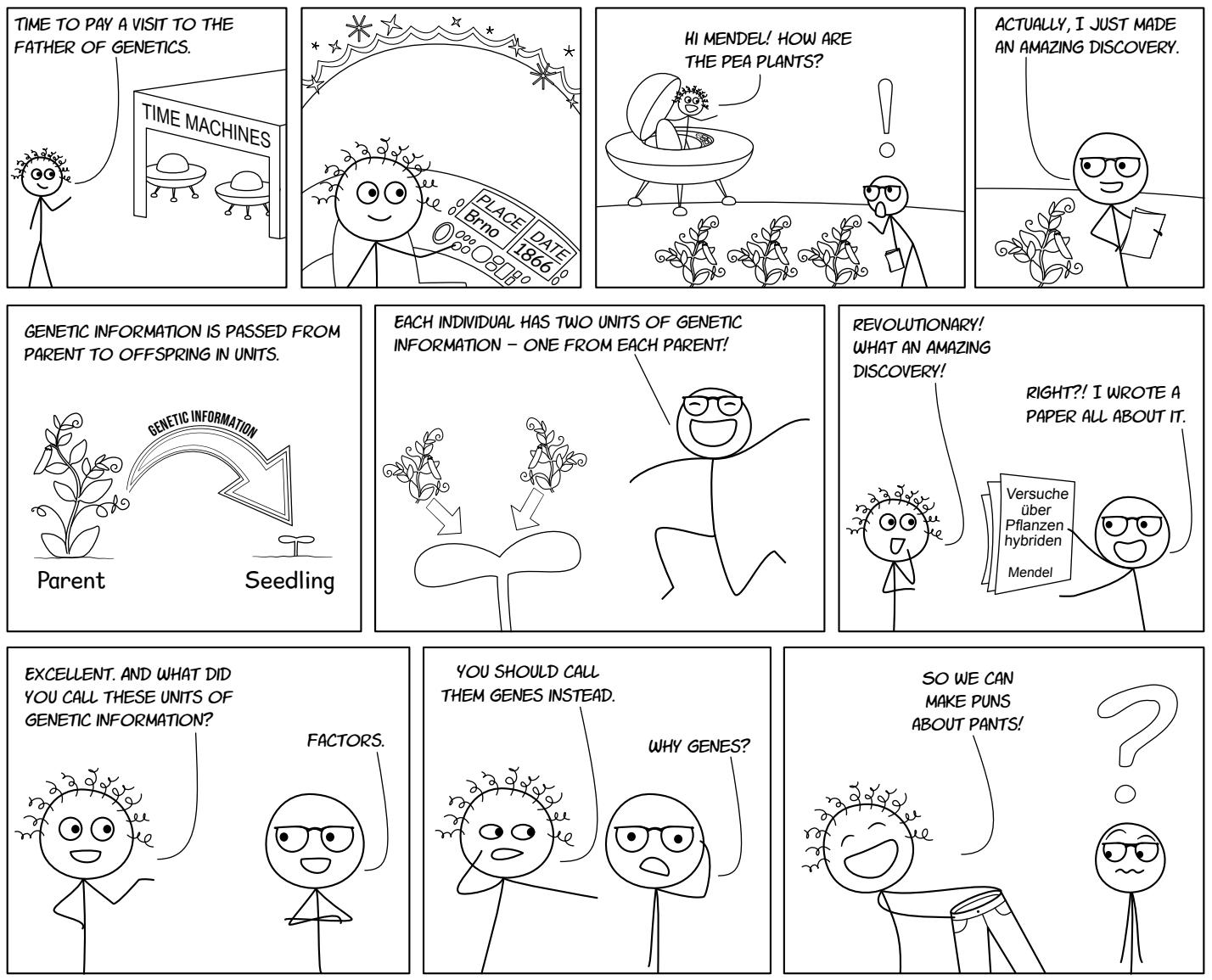
alleles inherited generation ignored traits dominant

When crossing two true-breeding pea plants with different traits, Mendel found that the F₁, or first _____ of plants looked identical to one of the parent plants. The trait from the other parent had "disappeared." But when these plants were self-pollinated, they were no longer true-breeding. Both of the _____ appeared with a consistent ratio: $\frac{1}{4}$ of the plants had the trait that had disappeared while $\frac{3}{4}$ of the plants had the other trait.

To explain this phenomenon, Mendel said that each plant _____ two factors, one from each parent. Some factors were _____ and others were recessive. Today, we call these factors genes or _____.

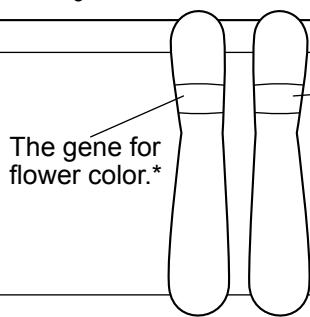
He published his research, but it was _____ for more than thirty years. Mendel wasn't recognized for his work until other scientists discovered the same facts in the 1900s.

THE TIME TRAVELING SCIENTIST



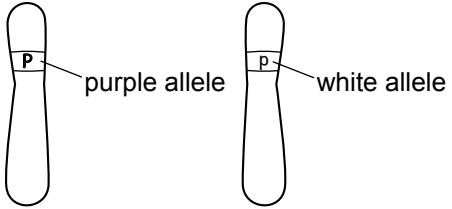
Genotype

the genetic information



In this example, we use "P" to represent the _____ for purple flower color and "p" to represent the allele for white flower color.

There isn't just one gene for flower color! There are different versions of this gene. One has instructions for purple flowers. Another version has instructions for white flowers. Different versions of the same gene are called **alleles**.



*We'll learn more about what genes are (segments of DNA) and where they are located (on chromosomes) in the next unit. For now, we can think of them as little bosses telling the organism what to do.

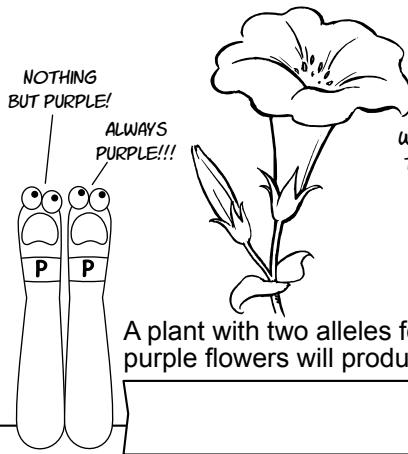
THE FLOWERS HAVE TO BE PURPLE! YOU HEAR ME?!
PURPLE FLOWERS FOREVER!!!!

IF NO ONE HAS OTHER PLANS, MAY I SUGGEST WHITE FLOWERS?

Phenotype

the observed trait

In this example, there are two phenotypes: purple flowers and white flowers. Write the expected phenotype in each box below. Then color the flowers accordingly.



A plant with two alleles for purple flowers will produce:

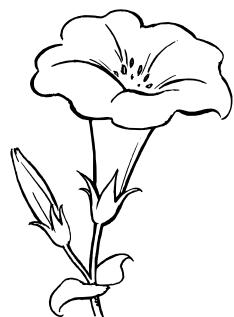
WHAT DO YOU THINK ABOUT WHITE?

THAT WOULD BE LOVELY!

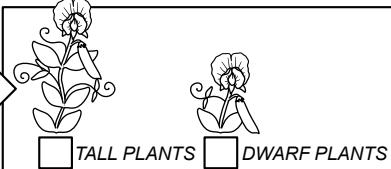
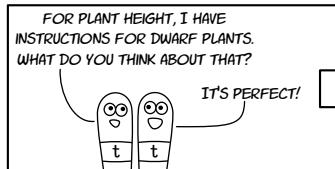
A plant with two alleles for white flowers will produce:

PURPLE FLOWERS FOREVER!!

UH, OKAY.

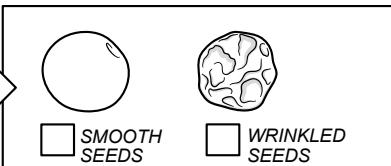
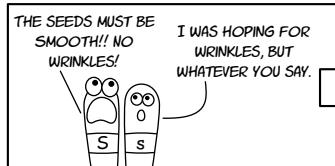


In the example above, the purple allele is **dominant** and the white allele is **recessive**. The traits below also have a dominant allele (represented by a capital letter) and a recessive allele (lower case letter). Use this information to indicate the phenotype that will be produced from each pair of alleles.



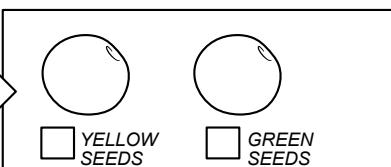
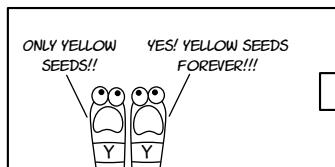
For plant height, if the genotype is:
Tt

The phenotype will be:



For seed texture, if the genotype is:
Ss

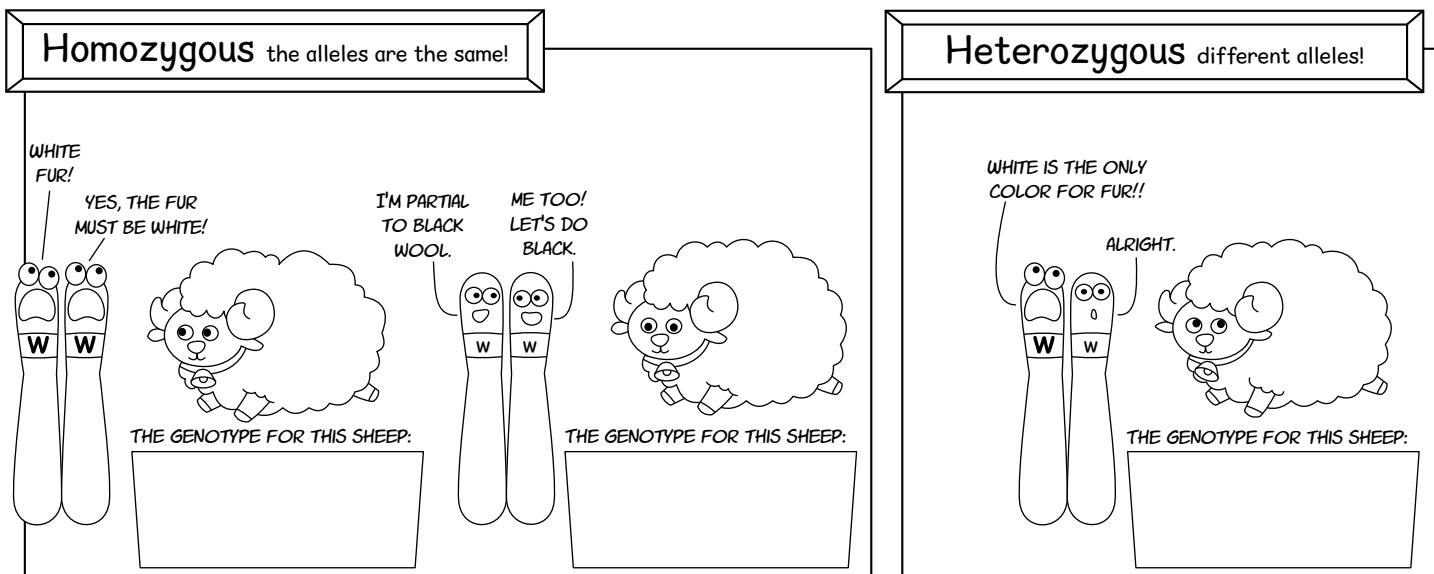
The phenotype will be:



For seed color, if the genotype is:
yy

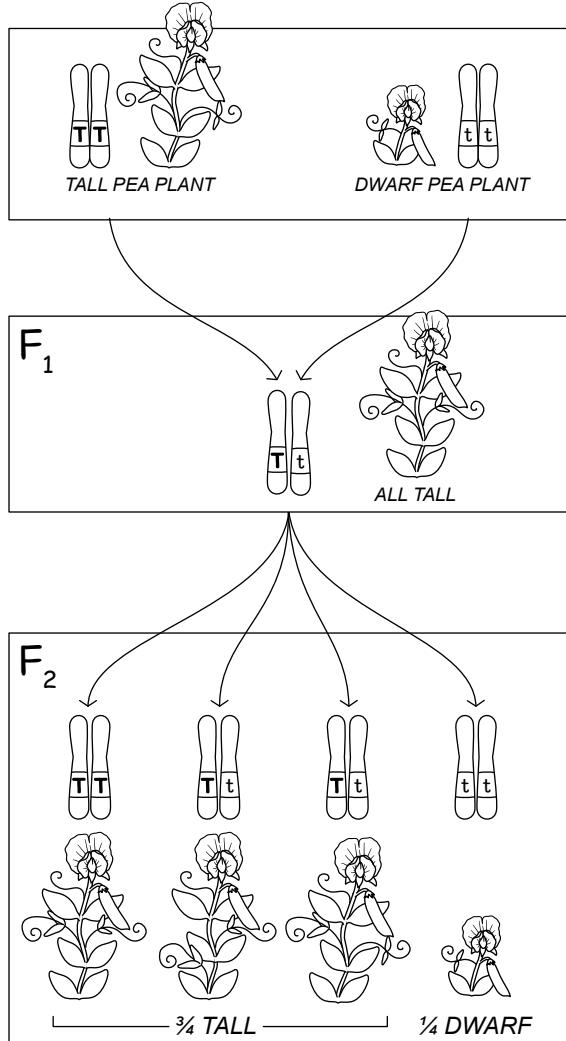
The phenotype will be:

The traits Mendel studied follow a **dominance / recessive** pattern. The trait of wool color in sheep does as well, which explains why black sheep are less common than white. Color in the sheep below with the correct phenotype and then label each block below as either "Homozygous dominant," "Homozygous recessive," or "Heterozygous."



Mendel's results explained (in more detail)

Write either "heterozygous" or "homozygous" in each of the labels below.

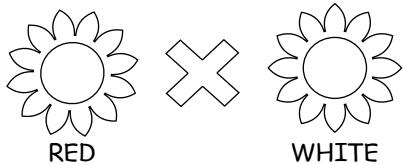


The plants in the parent generation are true-breeding or _____ for their trait, which is plant height. The tall plants always produce seeds that grow into tall plants. The dwarf plants always produce seeds that grow into dwarf plants.

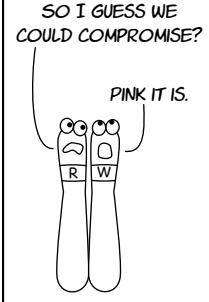
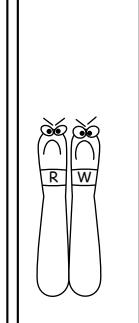
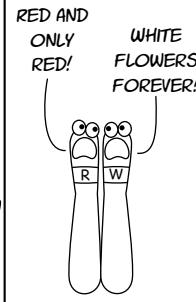
The F_1 generation received one allele from each parent plant and are _____ for plant height. All of the plants in this generation are tall. The plants will be self-fertilized to form the F_2 generation.

In the F_2 generation, a quarter of the plants show the phenotype of dwarfism. These plants are _____ recessive. Two of the three tall plants are _____, which means they are no longer true-breeding for the trait of plant height.

In real life, things are often more complicated...



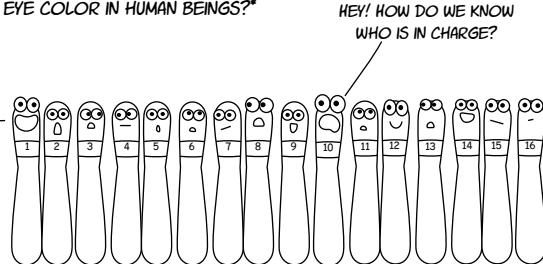
In cases of incomplete dominance, the heterozygous phenotype is different than either of the homozygous phenotypes!



Most human traits are controlled by multiple genes and have complicated inheritance patterns. We sometimes think of eye color as being a trait that follows Mendelian inheritance patterns with brown eyes being dominant and blue eyes being recessive.

But it's not that simple! With more than 16 different genes playing a role in the process, two blue-eyed parents can indeed have a brown-eyed child. The same is true with many other traits including hair color, earlobes, and more.

DID YOU KNOW THERE ARE 16 DIFFERENT GENES THAT DETERMINE EYE COLOR IN HUMAN BEINGS?

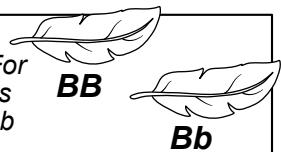


* For further reading, see Genotype-phenotype associations and human eye color by Desiree White in the Journal of Human Genetics. Published Oct 14, 2010.

Draw lines to match each term with the correct description:

Recessive

Only one copy (allele) of a gene is needed for the trait to be expressed. For example, if the trait for large feathers is represented by B , then both BB and Bb would result in big feathers.



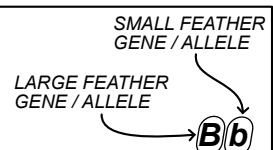
Dominant

The copies (alleles) of the gene are both the same. This word comes from the Greek word "homos," which means same, and "zugos," which means yoked.



Homozygous

The genetic information of an organism. The term can also refer to the genetic information of a specific trait.



Heterozygous

There are two different versions (alleles) of the gene. This word comes from the Greek words "heteros," which means different, and "zugos," which means yoked.



Genotype

The trait will only be expressed if there are two identical copies (alleles) of the gene. For example, if small feathers are represented by b , then only the genotype of bb will produce small feathers.



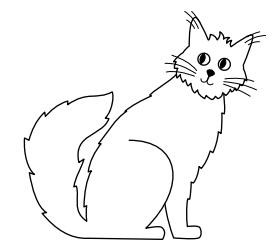
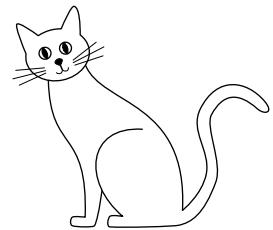
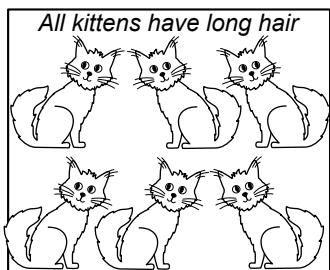
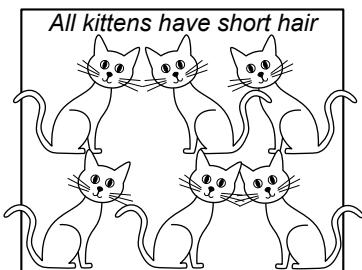
Phenotype

The observable characteristics or traits of an individual, such as having either small or large feathers.



Laws of heredity

Yujun buys two pure-bred cats, each with a pedigree showing that all of their ancestors have the same trait for hair length. One cat is long haired. The other is short haired. Now the cats are going to have kittens. Yujun knows that hair length is a recessive/dominant trait but doesn't remember which trait is dominant. Match each of the possible outcomes with the correct conclusion.



LONG HAIR IS A DOMINANT TRAIT

SHORT HAIR IS A DOMINANT TRAIT

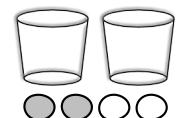
AT LEAST ONE OF THE CATS WAS NOT PURE-BRED.

1. SEGREGATION - the alleles are distributed randomly

Mendel's first law states that the chance of inheriting an allele (or genetic factor) is random. For example, in the case of yellow or green seeds in pea plants, if the parent is heterozygous (Yy) there is a 50% chance the offspring will receive the dominant yellow (Y) allele and a 50% chance they will receive the recessive green (y) allele. This is called the principle of segregation.

Try it yourself!

Supplies: 2 cups and 4 objects to represent dominant and recessive alleles. The objects should have the same shape and size but different colors. You could use dried peas, beans, marbles, dice, marshmallows or any items of the same size. Just make sure they are marked or colored so that you can tell them apart.



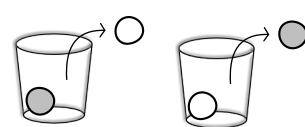
STEP 1

Place 1 object of each color in each cup. Assign one of the colors to be dominant (A) and the other to be recessive (a).



STEP 2

Without looking, draw one object from each cup.



STEP 3

Record whether you picked two dominant (AA), one of each (Aa), or two recessive (aa) in the tables below. Go back to **STEP 1** and repeat until the table is full.

○○ → AA
○○ → Aa
○○ → aa

AA	Aa	aa
----	----	----

STEP 4

Color each cell green if it holds aa and yellow if it holds AA or Aa.

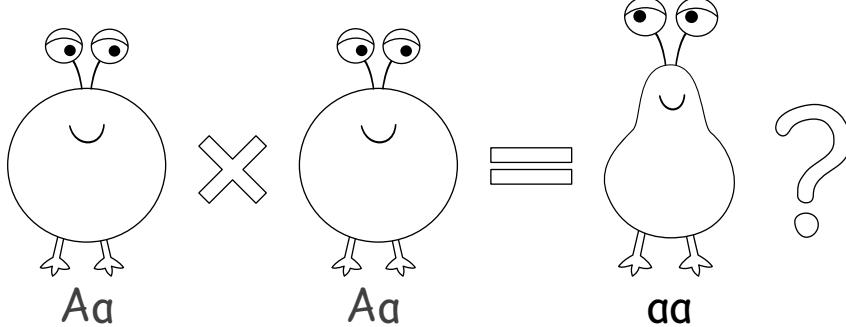
When complete, do you expect the table will have more yellow or green squares? _____

Count the number of yellow and green cells in your table. _____ Yellow _____ Green

Mendel's first law predicts 30 yellow (AA and Aa) and 10 green (aa). Were your results similar to this? If you repeated this activity 3 more times, would you expect the overall ratio to be closer to or further away from $\frac{3}{4}$ yellow and $\frac{1}{4}$ green?

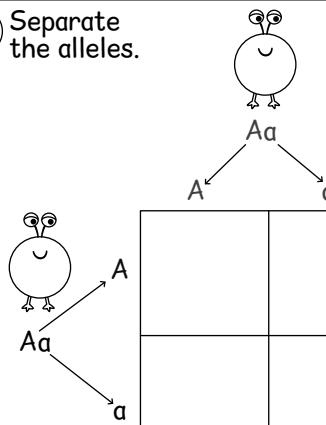
Punnett Squares

Since the probability of getting one allele or another is 50/50, we can use a tool called a Punnett square to see all of the possible combinations AND how likely they are to occur! For example, if a round shape is dominant and pear shape is recessive, a punnet square shows us how likely it is that two heterozygous aliens would produce a pear-shaped alien:

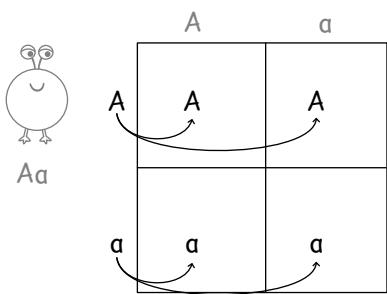


Round body shape (A) is dominant and pear body shape (a) is recessive. How many of the offspring will be pear-shaped (aa) from a heterozygous cross (Aa x Aa)? A Punnett square can tell us the answer!

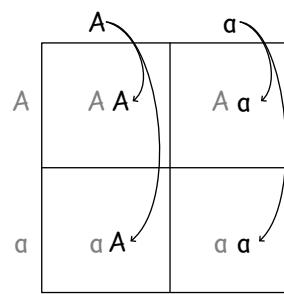
- Separate the alleles.



- Move them across the square.

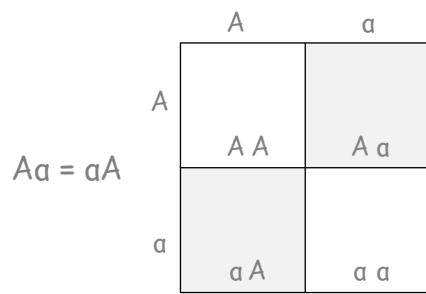


- Repeat with the other parent.

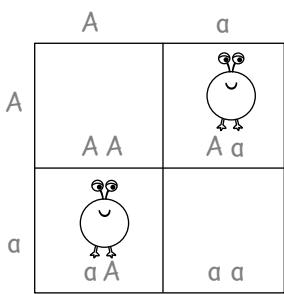


- Evaluate your results!

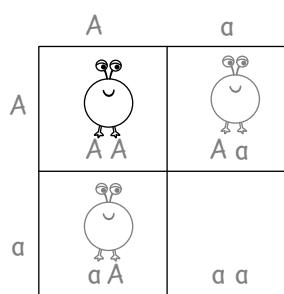
We have the genotypes. Now it's time to translate them into phenotypes! First, note that Aa is the same as aA.



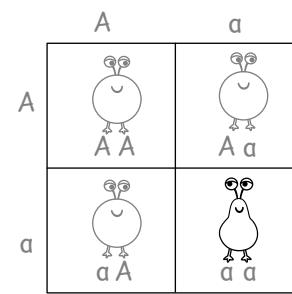
- The phenotype for Aa is round.



- Homozygous for the round allele (AA) also has the round phenotype.

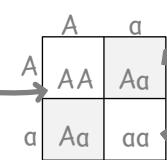


- The phenotype for aa is pear-shaped.



- Because each of the 4 outcomes is equally likely, the chance of any given square is 25% or $\frac{1}{4}$.

Round heterozygous aliens have a $\frac{1}{4}$ chance of producing a homozygous round alien.

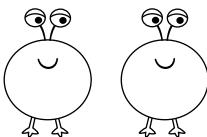


Round heterozygous aliens have a $\frac{1}{2}$ chance of producing another heterozygous round alien.

Round heterozygous aliens have a $\frac{1}{4}$ chance of producing a pear-shaped alien.

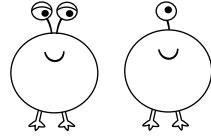
Practice some crosses!

Fill in the Punnett squares for each of the following crosses. Two eyes (B) is a dominant trait. One eye (b) is recessive. Write down the chance of producing a one-eyed alien for each cross. If no squares are "bb," then a one-eyed alien can't be produced from that cross (0% chance). If one square is bb, the chance is 25%. If two squares are bb, the chance is 50%. If three squares are bb, the chance is 75%. If all four squares are bb, the chance is 100%.



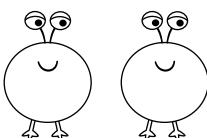
Bb x Bb

_____ %
chance of bb



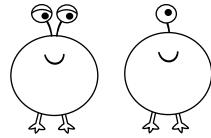
BB x bb

_____ %
chance of bb



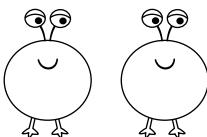
BB x BB

_____ %
chance of bb



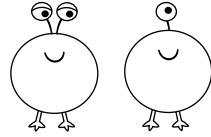
Bb x bb

_____ %
chance of bb



BB x Bb

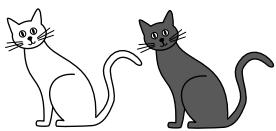
_____ %
chance of bb



bb x bb

_____ %
chance of bb

With cats, white fur is dominant (W) and black hair (w) is recessive. **Before** you fill out each Punnett squares, check a box to make a prediction about whether the cross will produce black kittens. **After** filling out the Punnett square, mark the percentage of black kittens the cross produced.



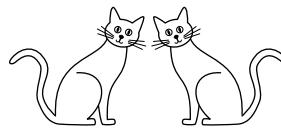
Ww X WW

Will there be black kittens?

yes no

Black kittens produced:

0% 25% 50% 75% 100%



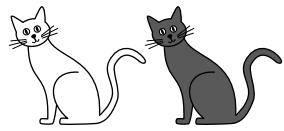
WW X Ww

Will there be black kittens?

yes no

Black kittens produced:

0% 25% 50% 75% 100%



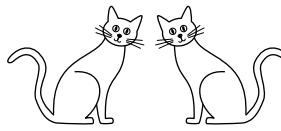
WW X ww

Will there be black kittens?

yes no

Black kittens produced:

0% 25% 50% 75% 100%



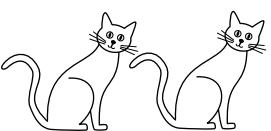
Ww X Ww

Will there be black kittens?

yes no

Black kittens produced:

0% 25% 50% 75% 100%



WW X WW

Will there be black kittens?

yes no

Black kittens produced:

0% 25% 50% 75% 100%



WW X WW

Will there be black kittens?

yes no

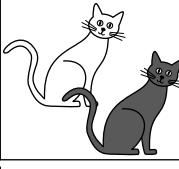
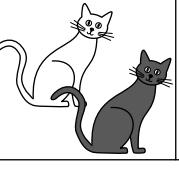
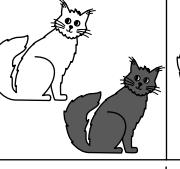
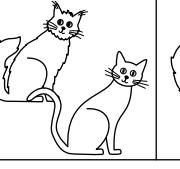
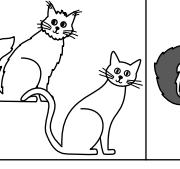
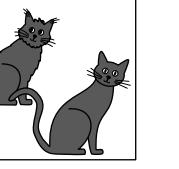
Black kittens produced:

0% 25% 50% 75% 100%

2. INDEPENDENT ASSORTMENT - traits are inherited independently

Mendel's second law of inheritance says that the inheritance of one trait (such as a cat having long hair or short) has no influence on the inheritance of another trait (such as the color of the cat's fur). This is called the principle of independent assortment. It applies to a lot of traits, but not all of them! Some genes are inherited together because they are located close together on the same chromosome.

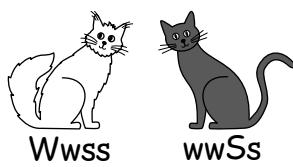
When talking about hair color, it doesn't matter if the hair is long or short; cats with the W allele will be white, while cats with the ww genotype will be dark-haired.

Genotype	SS	Ss	ss	WW	Ww	ww
Phenotype	SHORT HAIR 	SHORT HAIR 	LONG HAIR 	WHITE HAIR 	WHITE HAIR 	DARK HAIR 

When talking about hair length, it doesn't matter what color the hair is; cats with the genotype of SS or Ss will have short hair. Long hair is only produced by the genotype ss.

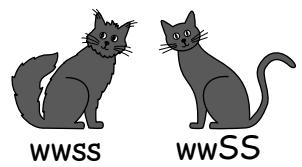
Could this pair of cats produce a black long-haired kitten?
Check yes or no. Then show why or why not.

- YES
 NO



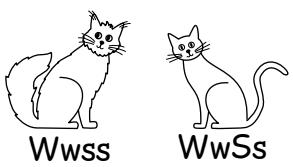
Could this pair of cats produce a white long-haired kitten?
Check yes or no. Then show why or why not.

- YES
 NO



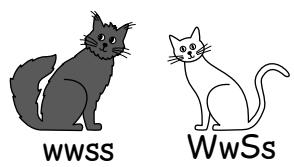
Could this pair of cats produce a black short-haired kitten?
Check yes or no. Then show why or why not.

- YES
 NO



Could this pair of cats produce a white long-haired kitten? Check yes or no. Then show why or why not.

- YES
 NO



The traits of pea height (tall or dwarf) and the trait of flower color (purple or white) are inherited independently.

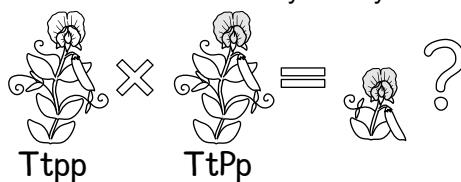
When talking about flower color, it doesn't matter if the plants are tall or dwarf; peas with the P allele will be purple while peas with the pp genotype will be white.

Genotype	TT	Tt	tt	PP	Pp	pp
Phenotype	TALL PLANTS	TALL PLANTS	DWARF PLANTS	PURPLE FLOWERS	PURPLE FLOWERS	WHITE FLOWERS

When talking about plant height, it doesn't matter what color the flower is; peas with the genotype of TT or Tt will be tall. Dwarf pea plants are only produced by the genotype tt.

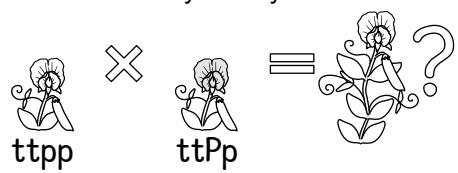
Could this cross produce a dwarf pea plant with purple flowers? Check yes or no. Then show why or why not.

- YES
 NO



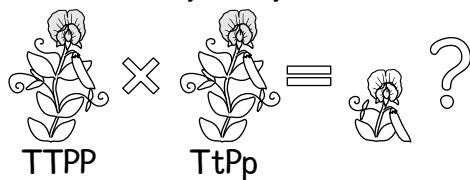
Could this cross produce a tall plant with white flowers? Check yes or no. Then show why or why not.

- YES
 NO



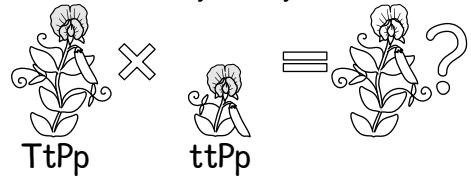
Could this cross produce a dwarf plant with white flowers? Check yes or no. Then show why or why not.

- YES
 NO



Could this cross produce a tall plant with white flowers? Check yes or no. Then show why or why not.

- YES
 NO



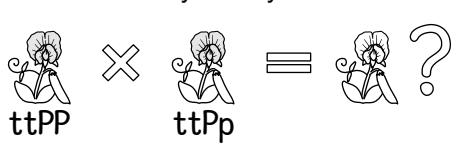
Could this cross produce a tall plant with purple flowers? Check yes or no. Then show why or why not.

- YES
 NO



Could this cross produce a dwarf plant with white flowers? Check yes or no. Then show why or why not.

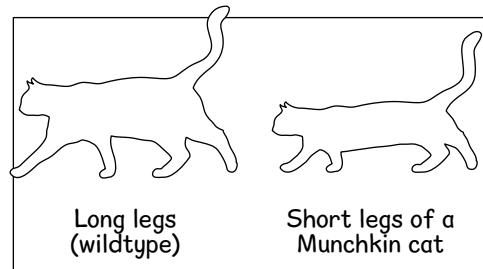
- YES
 NO



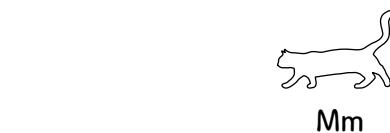
The Munchkin Mutation

Riley is fostering a pregnant Munchkin cat named Percy for their local animal shelter. The short legs of the Munchkin are caused by a dominant mutation (**M**). The mutation is lethal if homozygous (the **MM** genotype fails to develop in utero). Heterozygous (**Mm**) gives the Munchkin phenotype of short legs, and homozygous recessive (**mm**) results in long legs (**wildtype**).

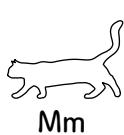
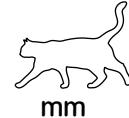
The animal shelter has a waiting list of people ready to adopt Percy's kittens. They want to know what the probability is of the kittens being Munchkins, but no one knows if Percy's mate was a Munchkin (**Mm**) or not (**mm**). Calculate the probability of Munchkin kittens from each possible cross.

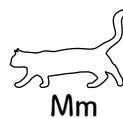


Possibility 1: Munchkin x Munchkin cross



Possibility 2: Munchkin x Wildtype cross





What is the probability of Munchkin kittens if both parents are Munchkins?

- 100% - every kitten will be a Munchkin.
- Approximately 67% - 2 out of every 3 kittens will be a Munchkin.
- 50% - there's a 50/50 chance of the Munchkin trait.
- 25% - there's a 1 in 4 chance of the Munchkin trait.

What is the probability of Munchkin kittens if one parent is a Munchkin and the other is wildtype (has long legs)?

- 100% - every kitten will be a Munchkin.
- Approximately 67% - 2 out of every 3 kittens will be a Munchkin.
- 50% - there's a 50/50 chance of the Munchkin trait.
- 25% - there's a 1 in 4 chance of the Munchkin trait.

If Percy is pregnant with only two kittens, what are the possible outcomes for this litter?

Mark all genotype combinations that are possible.

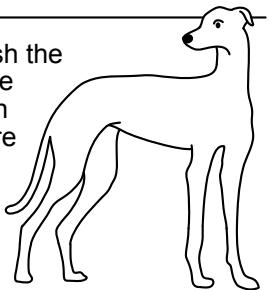
- Mm** and **Mm**
- Mm** and **mm**
- mm** and **mm**

Ethics and Genetics

The study of genetics is about more than traits and DNA. It often impacts social and ethical questions as well. Read the following paragraphs and then write your opinion about the concerns associated with each example. There are no “right” answers here! These questions are as much about what you value as they are about heredity and genetics.

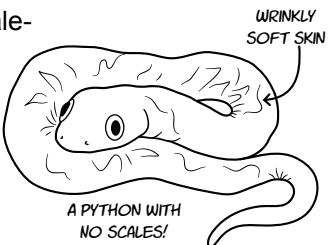
A group of dog breeders have developed a new dog breed called a Tardal.* In working to establish the Tardal as an officially recognized breed, full health histories are completed for all Tardal dogs. The studies reveal that Tardals are intelligent, loyal, and have the fastest running speed of any dog on Earth, capable of running at 70 mph. But in addition to these desirable traits, Tardals are 11x more likely than other dogs to experience hip and ankle dislocation. They also have a life expectancy that is significantly shorter than other dogs, living for just 4 to 5 years.

Should this new dog breed be accepted, a move that would cause it to become a common breed among dog owners? Or should people stop breeding Tardals because of the health concerns associated with the breed? Write your recommendation:



*The Tardal is an imaginary dog breed invented for this lesson.

Remy breeds ball pythons and in one of their recent clutch of eggs they discovered a scale-less snake. Rare python morphs are valuable and Remy knows they can earn money by breeding the snake to produce more pythons without scales. But this scale-less snake has incredibly soft skin. It needs special care when shedding to avoid infection. Even with soft bedding, it is easily injured and often experiences minor cuts and scrapes from everyday movements.



Do you think Remy should breed the scale-less snake? Why or why not?

The Governing Council of the Cat Fancy* currently refuses to recognize Munchkins as a breed because of health issues associated with the short legged trait. Some Munchkin owners claim that the cats are healthy and happy with no more health concerns than the average cat. Others claim that the mutation hinders Munchkins ability to move and causes discomfort.



If you were a member of the GCCF, would you be in favor of recognizing Munchkins as a breed, be neutral on the issue, or be in favor of prohibiting further breeding of Munchkins?

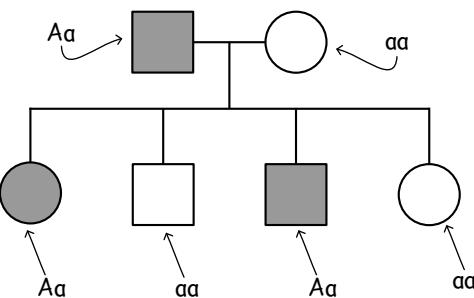
*An organization that registers pedigreed cats in the United Kingdom

How to Read A Pedigree Chart

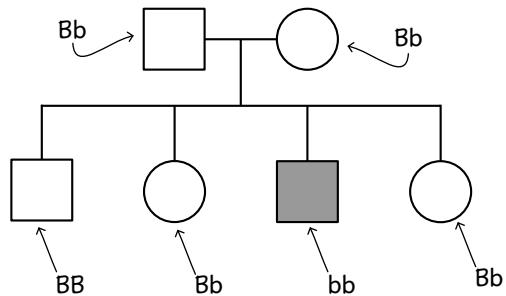
A pedigree chart is a family tree that tracks how a trait has been passed along. It typically follows the rules below:

- Males are represented by squares, and females are represented by circles.
- A filled shape means the individual exhibits the trait.
- Horizontal lines between two individuals exhibit mating pairs.
- Vertical lines descend from parents to a horizontal line that connects the offspring.

Example of a pedigree tracking the dominant trait **A**

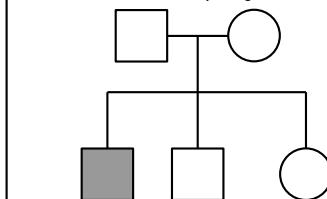


Example of a pedigree tracking the recessive trait **b**

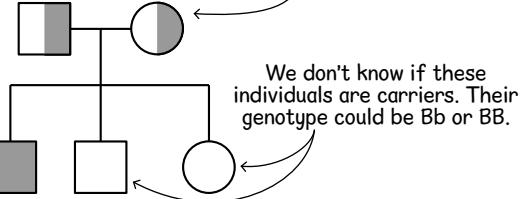


Each individual receives their alleles from their parents. When tracking recessive traits, sometimes it helps to identify the heterozygous individuals that carry the trait. These **carriers** are marked with half-shading.

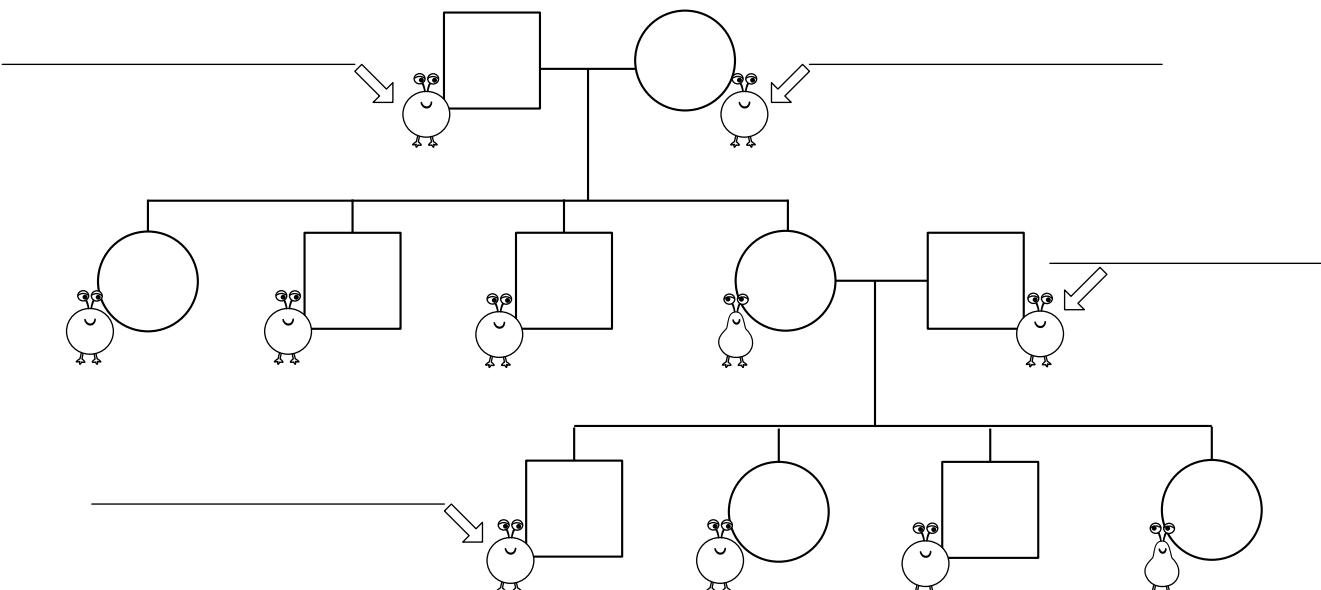
In this example, neither parent has the recessive trait, but one of the offspring does!



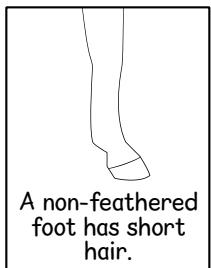
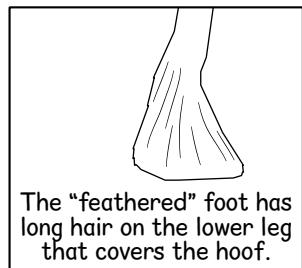
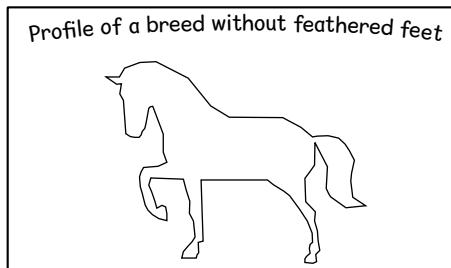
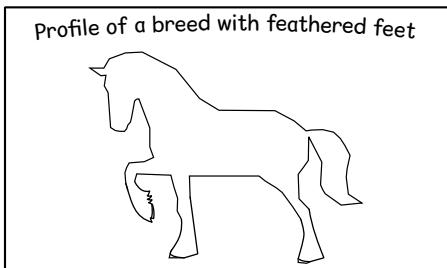
This means both parents were carriers of the trait! We can show this by shading half of each shape.



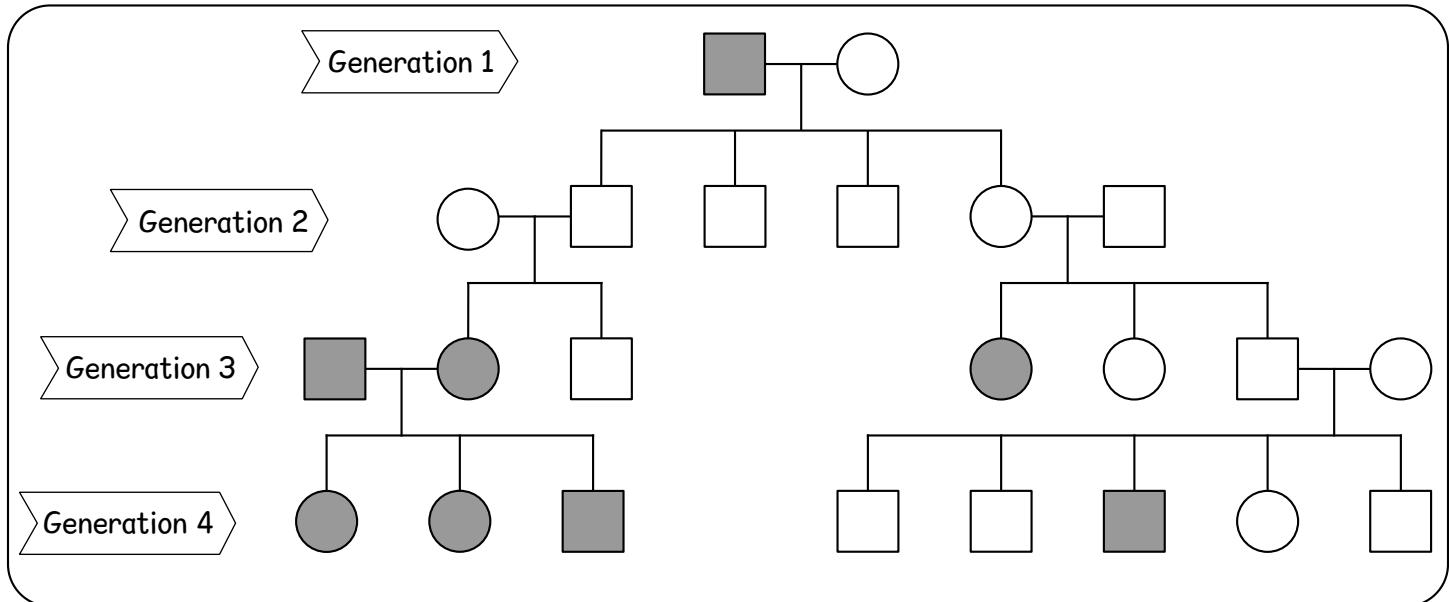
Color in this pedigree for tracking **pear shape** in the aliens. Remember, round body shape is dominant (RR) and pear shape is recessive (rr). The phenotype is known for all individuals. Can you determine the genotypes of the aliens indicated by the arrows?



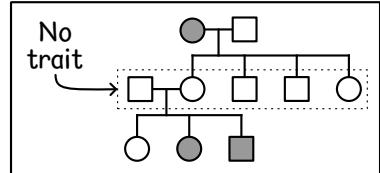
Pet Pedigree Puzzle #1



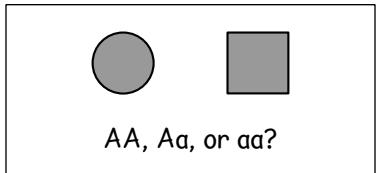
Below is a pedigree chart for the trait of "feathered feet," the long hair that cover the hooves of certain horse breeds like Clydesdales, Shires, Friesians, and Ardennes.* Each shaded shape represents a horse with feathered feet.



Can a dominant trait skip a generation? What about a recessive trait? Explain.



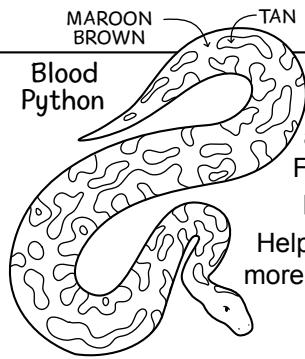
Is the trait mapped in this pedigree chart dominant or recessive? Explain how you know.



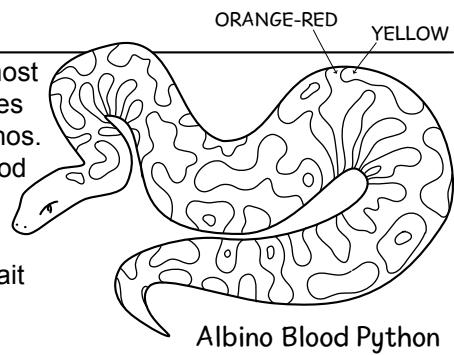
When tracking a recessive trait, a half-shaded shape is used to indicate a carrier. Can you identify a horse or horses in this pedigree that must be carriers of the trait? If yes, shade in their shapes.

*While a cross between a feathered horse (such as a Clydesdale) and a non-feathered horse (such as a Thoroughbred) will result in a horse that is non-feathered, the genetics of feathering have not been studied in detail. It's likely to include more than one gene and be more complicated than the hypothetical example used here!

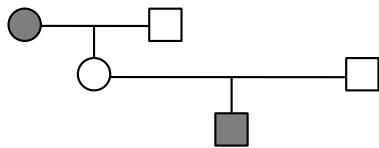
Pet Pedigree Puzzle #2



At Ella's pet store, albino blood pythons have been the most popular snake breed. Ella has space to breed two snakes and wants to choose a pairing that will produce more albinos. Fortunately, Ella has pedigree charts of the store's four blood pythons: Julius Squeezers, Basil, Medusa, and Naga.

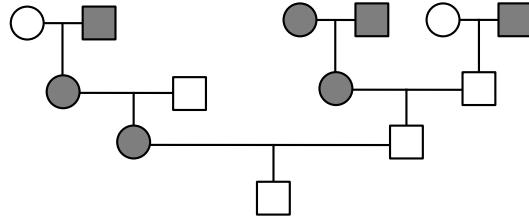


Help Ella make the choice that will give the highest chance of more albino pythons! Remember that albinism is a recessive trait and the pedigrees only show phenotype, not genotype.



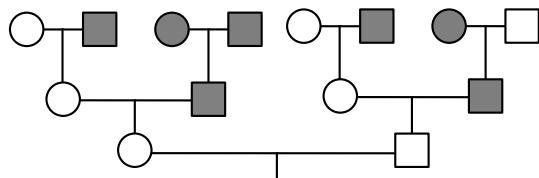
Julius Squeezers

Julius Squeezers is the an albino blood python with beautiful cream and orange coloring.



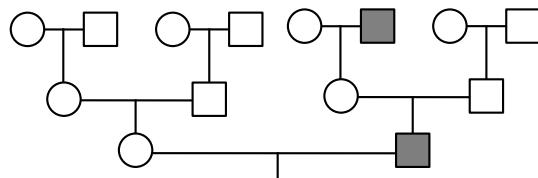
Basil

Basil has standard coloring and a very friendly temperament. He is easy to hold.



Naga

Naga has standard coloring and an aggressive temperament. Gloves are required for handling.



Medusa

Medusa has standard coloring and loves to swim. She takes a plunge anytime she's around water.

What genotype is Julius Squeezers? The standard color allele is represented by **A**. The albinism allele is represented by **a**.

- AA or Aa Aa aa

What genotype is Basil?

- AA or Aa Aa aa

What genotype is Naga?

- AA or Aa Aa aa

What genotype is Medusa?

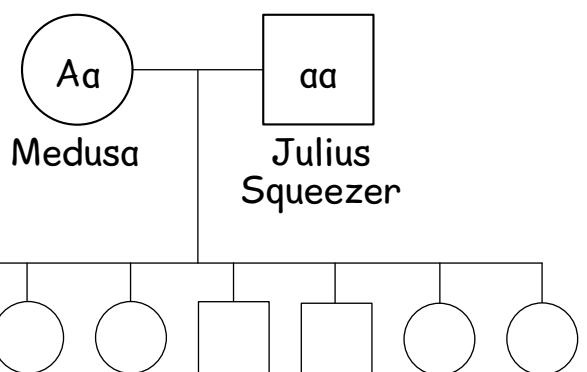
- AA or Aa Aa aa

Which snakes should Ella select for breeding and why?

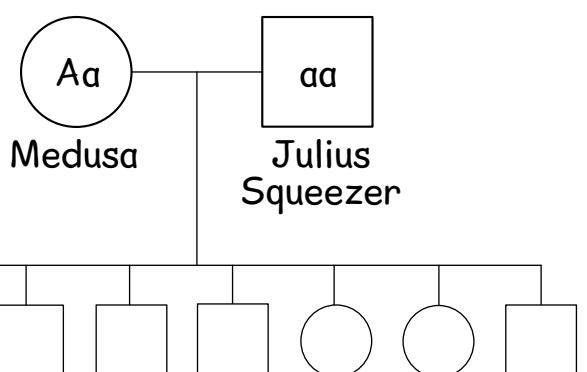
Mendel's First Law is like flipping a coin...

The probability of an $aa \times Aa$ cross giving albino snakes may be 50/50, but that doesn't mean you'll see that exact ratio in real life! Explore Mendel's first law by using a coin to determine whether these snakes produce albino blood pythons. Color the albinos (**aa**) orange. Use brown to mark the standard coloring (**AA** or **Aa**) which is also called **wildtype**.

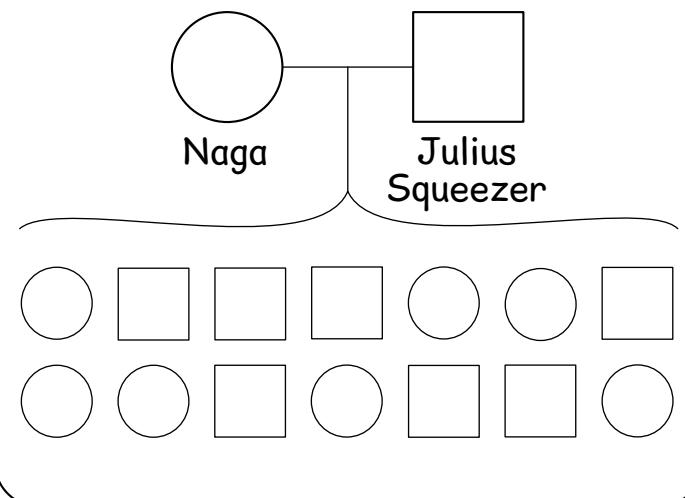
Julius Squeezer will always give the albino allele for coloring, but Medusa is heterozygous and can give either the **A** or **a** allele. The first time this pair are bred, they have a clutch of 14 eggs. Flip a coin for each of the 14 snakes to see which allele is given. If it's heads, write **Aa**. If tails, write **aa**. Then color in the shapes to represent the number of blood pythons in the clutch of 14 snakes.



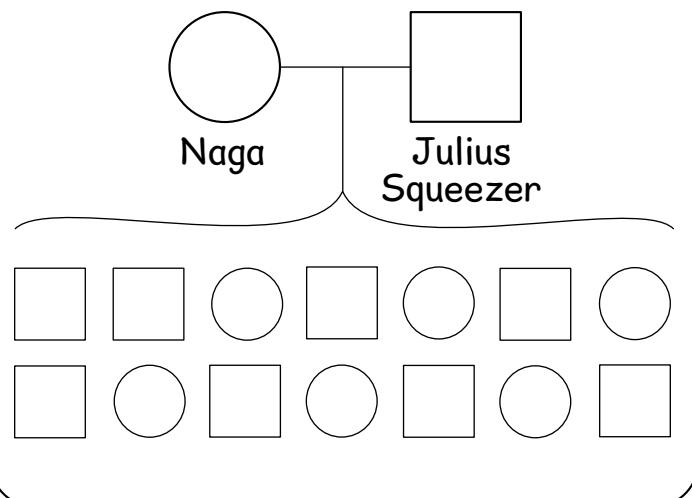
The second time Medusa and Julius Squeeze breed they again have a clutch of 14 eggs. Flip a coin for each of the snakes to see which allele is given. If it's heads, write **Aa**. If tails, write **aa**. Then color in the shapes to represent the number of blood pythons.



Assuming Naga is heterozygous (**Aa**), flip a coin to see what proportion of this clutch of eggs would be expected to be albinos. Then color in the results.



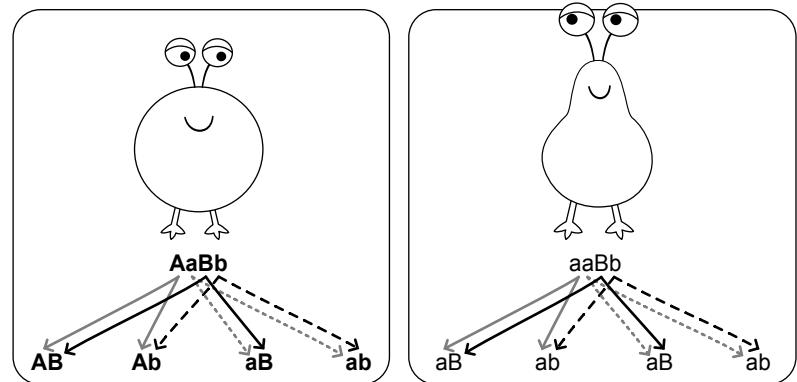
Assuming Naga is homozygous (**AA**), what proportion of this clutch of eggs would be albinos? Do you need to flip a coin here?



Bigger Punnett Squares!

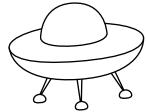
When we consider two traits at once, we concatenate (or join) the genotypes. For example, an alien that is double heterozygous for roundness (**Aa**) and number of eyes (**Bb**) has the genotype **AaBb**. An pear-shaped alien that is heterozygous for eyes would have the genotype **aaBb**.

The double heterozygous alien has an equal chance of passing along each of the 4 allele pairs: **AB**, **Ab**, **aB**, and **ab**. The pear-shaped alien also has an equal chance of passing on each of the 4 possible allele pairs.



Fill in the punnet square below by drawing the correct number of eyes on each alien for the cross **AaBb** x **aaBb**. Remember BB or Bb result in the phenotype of two eyes, and only bb gives the phenotype of one eye.

	aB	ab	aB	ab
AB	 AaBb	 AaBb	 AaBb	 AaBb
Ab	 AabB	 Aabb	 AabB	 Aabb
aB	 aaBb	 aaBb	 aaBb	 aaBb
ab	 aabB	 aabb	 aabB	 aabb

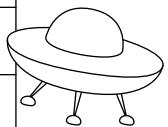


Genotype: Phenotype:

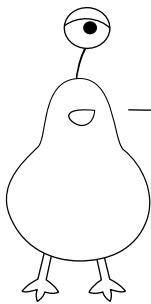
AA	Round body shape	<input type="circle"/>
Aa	Round body shape	<input type="circle"/>
aa	Pear body shape	<input type="pear"/>

Genotype: Phenotype:

BB	Two eyes	<input type="eyes"/>
Bb	Two eyes	<input type="eyes"/>
bb	One eye	<input type="eye"/>

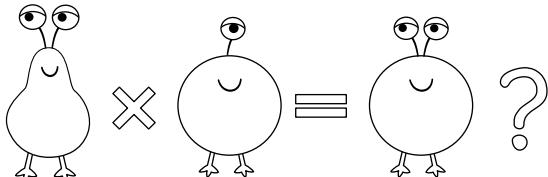


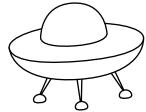
Create a Punnett square for the cross **AaBb**×**AaBb**. Will you see the rare pear-shaped one-eyed alien (**aabb**) from this cross? If so, what is the chance of seeing it? 1/16, 2/8, 1/4 or 1/2?



I'M THE RAREST
PHENOTYPE OF ALL!

Create a Punnett square for the cross **aaBb** × **Aabb**. What is the chance of seeing a round two-eyed alien (**AaBb**) from this cross?



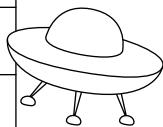


Genotype: Phenotype:

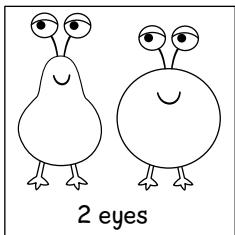
AA	Round body shape	<input type="circle"/>
Aa	Round body shape	<input type="circle"/>
aa	Pear body shape	<input type="pear"/>

Genotype: Phenotype:

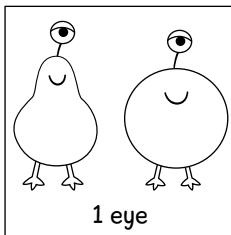
BB	Two eyes	<input type="eyes"/>
Bb	Two eyes	<input type="eyes"/>
bb	One eye	<input type="eye"/>



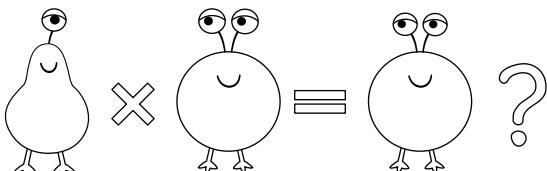
Create a Punnett square for the cross **AABb × AaBb**. How many of the offspring, on average, will have one eye? 1/16, 2/8, 1/4 or 1/2? Will there be any pear-shaped one-eyed aliens or will they all be round?

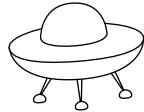


VS



Create a Punnett square for the cross **aabb × AABB**. What is the chance of seeing a round two-eyed alien that is heterozygous for both traits (**AaBb**)?



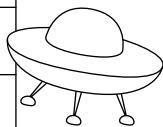


Genotype: Phenotype:

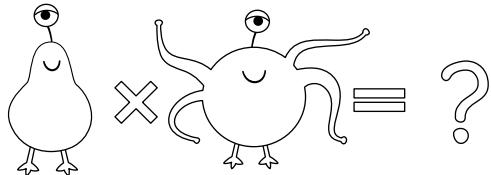
AA	Round body shape	<input type="circle"/>
Aa	Round body shape	<input type="circle"/>
aa	Pear body shape	<input type="circle"/>

Genotype: Phenotype:

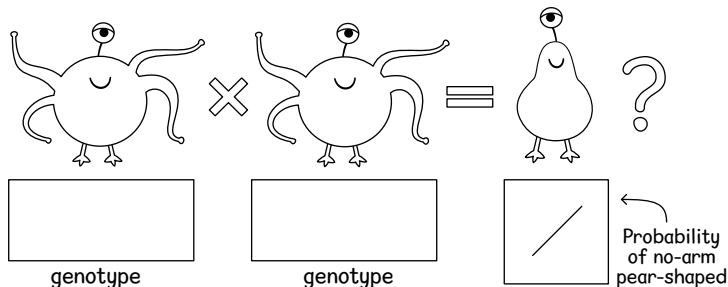
CC	Tentacle arms	<input type="wavy line"/>
Cc	Tentacle arms	<input type="wavy line"/>
cc	No arms	



A new dominant trait of tentacle arms has been discovered. What will be the results of a cross between a heterozygous tentacled round alien and a pear-shaped no-arms alien? ($aacc \times AaCc$) Fill out the square, then write the ratios for each of the outcomes.



Can two round-eyed tentacle-arm aliens produce a pear-shaped no-arms alien? If yes, what do the genotypes need to be for this cross, and what is the chance of the pear-shaped no-armed offspring?





Quiz Time!

ANSWER THE QUESTIONS TO
SEE WHAT YOU LEARNED
ABOUT HEREDITY!!

1 Which statement is true?

- A. Members of the same species must be approximately the same size.
- B. Members of the same species can breed with each other and produce offspring.
- C. Scientists always agree on whether animals are in the same species.
- D. Only animals have species.

2 Which type of reproduction will result in the most genetic diversity?

- A. Fragmentation
- B. Binary fission
- C. Vegetative propagation
- D. Spore formation
- E. Sexual reproduction

3 Every trait is controlled by a single gene, and each gene is determined by two alleles.

- A. True
- B. False

4 Select each true statement below.

- A. A dominant trait can skip a generation.
- B. A recessive trait can skip a generation.
- C. When two parents share the same genotype, their offspring will share the same genotype.
- D. When two parents share the same phenotype, their offspring will share the same phenotype.

5 What does the notation BB mean to a geneticist?

- A. Two dominant alleles
- B. Two recessive alleles
- C. At least one dominant allele
- D. One dominant and one recessive allele

6 If a homozygous black guinea pig (BB) is crossed with a homozygous white guinea pig (bb), what is the probability that an offspring will have black fur?

- A. 0%
- B. 25%
- C. 50%
- D. 75%
- E. 100%

7 If an organism is homozygous dominant for a trait that follows Mendelian inheritance patterns, which of the following must be true?

- A. Its offspring will also have a homozygous genotype.
- B. Its offspring will also have a heterozygous genotype.
- C. Its offspring will exhibit the dominant phenotype for the trait.
- D. The organism's parent(s) also had a homozygous genotype for the trait.
- E. None of the above

8 Select each true statement below.

- A. If you know an organism's genotype for a trait, then you also know its phenotype.
- B. If you know an organism's phenotype for a trait, then you also know its genotype.
- C. A parent always has the same genotype as its offspring.
- D. A parent always has the same phenotype as its offspring.

9 An organism that has two different alleles for a single trait is said to be _____ for that trait.

10 An organism has a phenotype for a dominant trait while some of its offspring have the phenotype for the recessive trait. What can we conclude about this organism?

- A. It is heterozygous for the trait.
- B. It is homozygous dominant for the trait.
- C. It is homozygous recessive for the trait.
- D. There is not enough information to tell.

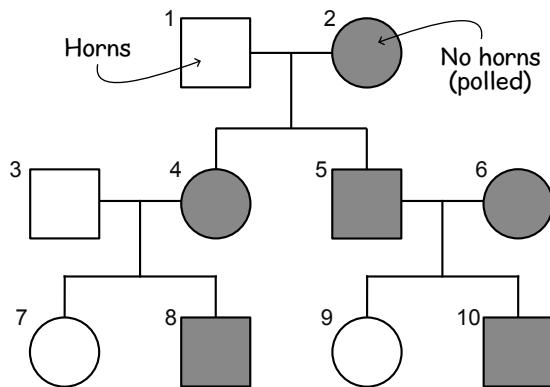
11 True or False: all alleles are either dominant or recessive.

- A. True
- B. False

12 What is a Mendelian trait?

- A. A trait that involves alleles
- B. A trait that is passed down by dominant and recessive alleles of one gene
- C. A trait where different alleles are equally and independently expressed
- D. A trait exhibited by pea plants

Below is a pedigree chart for tracking **hornless cattle**, a Mendelian trait. Cattle without horns are called *polled* cattle and are usually viewed as more desirable than cattle with horns. Each of the cattle is numbered for reference.



- (13) Is the hornless trait (polling) a dominant or recessive trait in cattle? Explain how you know.
- (14) We can assign the alleles A and a to the trait "no horns" exhibited in the pedigree chart. In that case, what is the specific meaning of both A and a ?
- (15) Label each member of the pedigree chart whose genotype can be fully identified. Are there any that you can't determine? Explain.
- (16) List the numbers of each individual that has horns in the pedigree above:
- (17) List the numbers of the individuals that are heterozygous in the pedigree above:
- (18) If we cross two cattle with horns, could the offspring have no horns? Explain.
- (19) If we cross two cattle with no horns, could the offspring have horns? Explain.

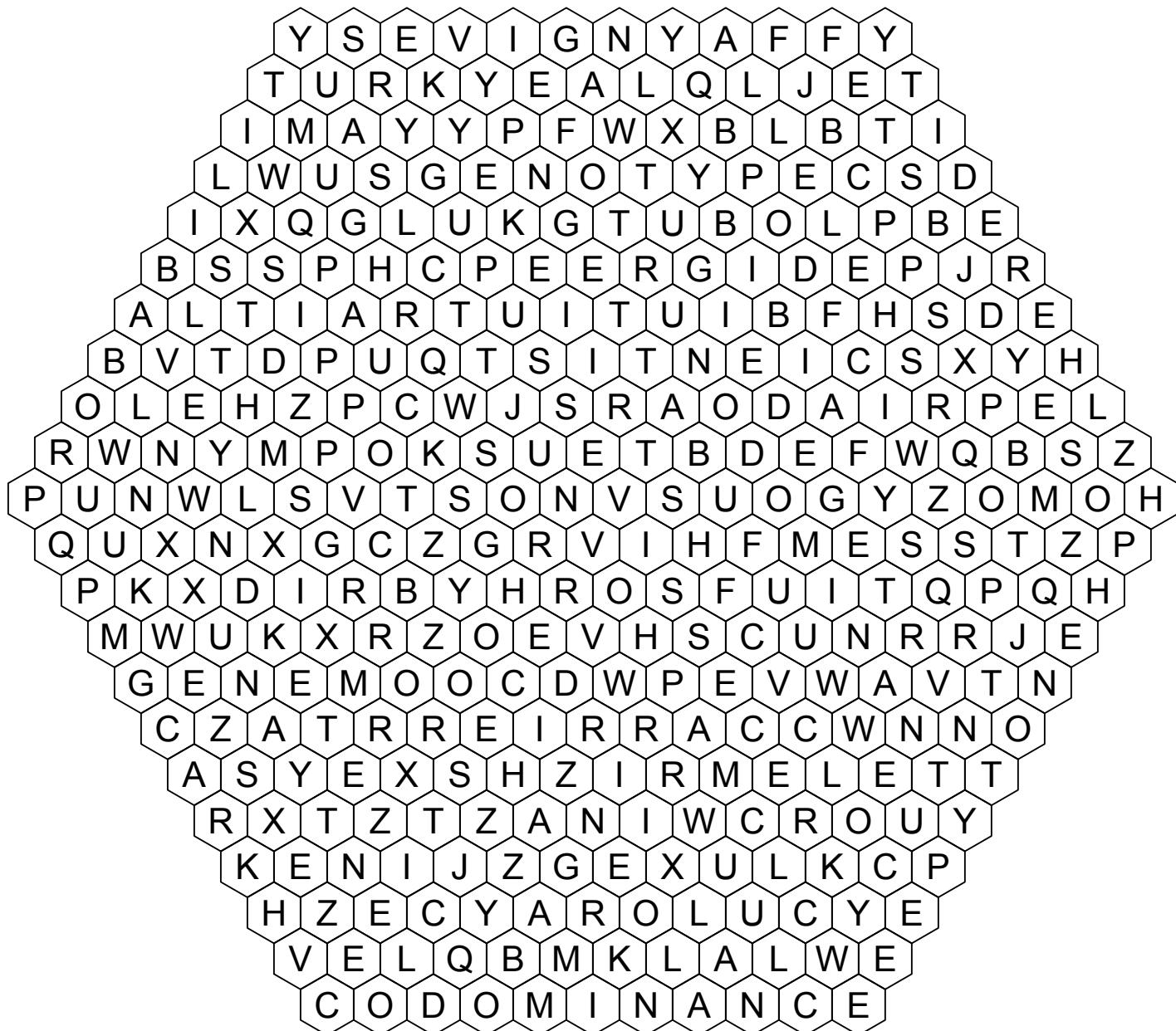
Heredity Word Search

There are a lot of new words to learn when studying biology. Repetition is the best way to learn them, and word games can be part of that! Find each of the hidden words in the word-search. The words can run in any direction: horizontal or diagonal, and the letters might go left to right or right to left!

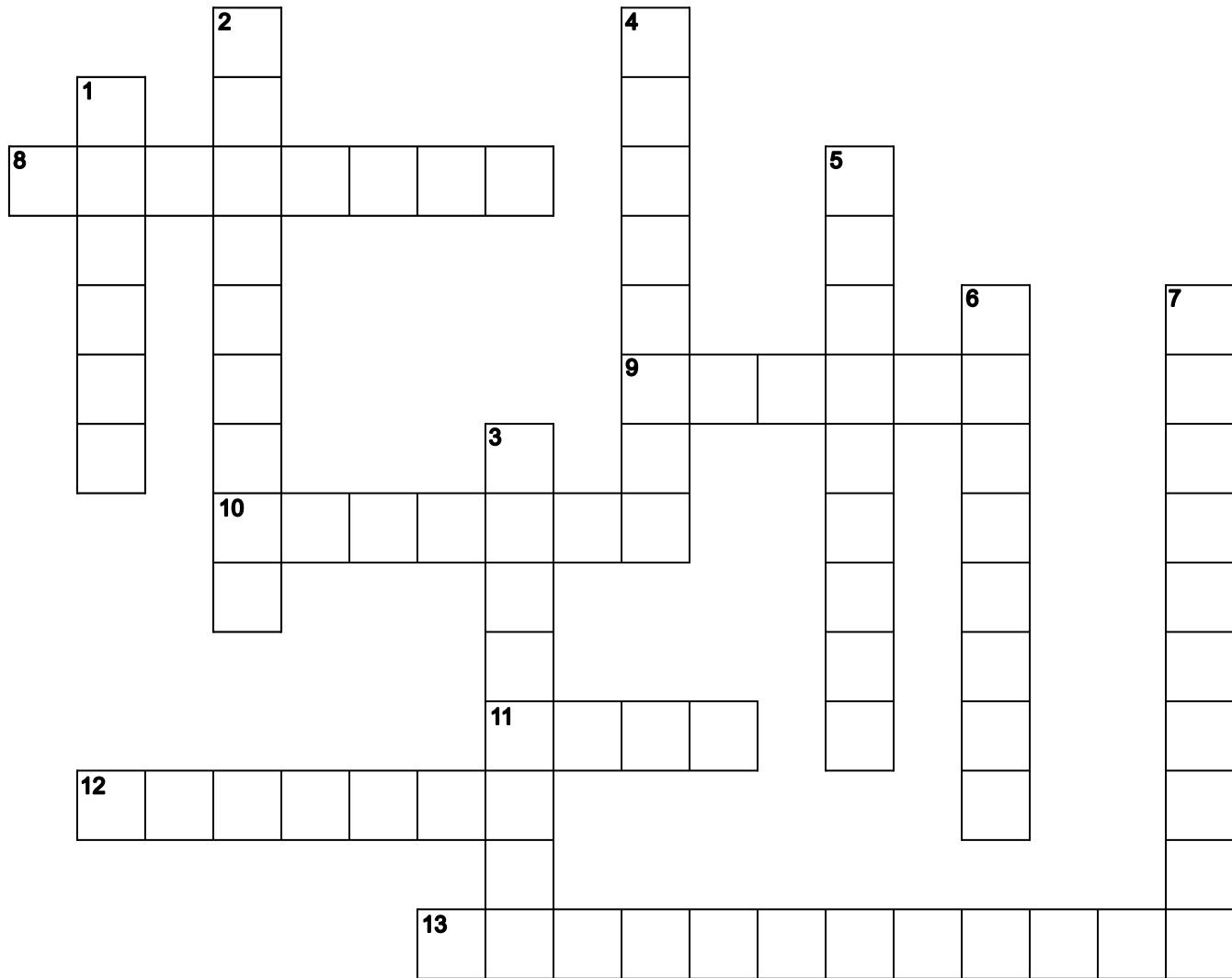
GENE
ALLELE
HOMOZYGOUS
HETEROZYGOUS
PUNNETTSQUARE
DOMINANT

RECESSIVE
PHENOTYPE
GENOTYPE
CODOMINANCE
PEDIGREE
HYBRID

CARRIER
PROBABILITY
HEREDITY
OFFSPRING
TRAIT



Heredity Crossword Puzzle



VERTICAL Words

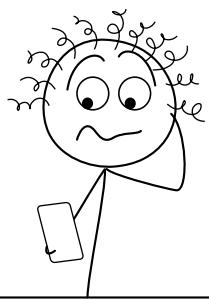
- What is the name of the father of genetics?
- What is the term for an organism's physical appearance or visible traits?
- The name for a chart of the ancestry or heritage of an individual.
- A trait that will appear in the offspring if one of the parents contributes an allele for it.
- A trait that will only appear in the offspring if both parents contribute an allele for it.
- The scientific study of heredity.
- The term for the condition where both copies of the allele are the same.

HORIZONTAL Words

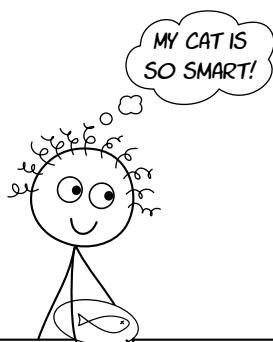
- The passing of traits from parents to offspring.
- The term for a possible form of the gene.
- A type of square used to keep track of the possible combination of alleles that can result from a cross.
- A segment of DNA on a chromosome that codes for a specific trait.
- A person who has one recessive allele for a trait and one dominant allele, but does not have the trait.
- The term for the condition where there are two different alleles for a trait.

The Genetic Code

Random words don't communicate ideas.



Words in the correct sequence communicate ideas!



FILL IN THE BLANKS USING THESE WORDS:

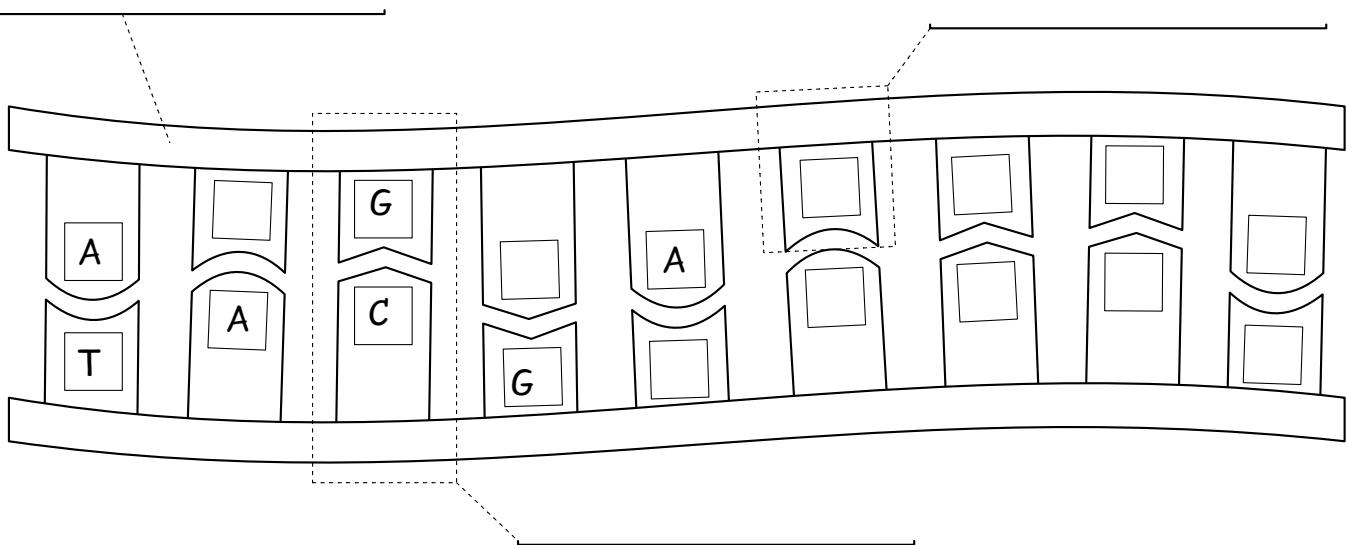
four thymine garage repeating genome trees

DNA stands for deoxyribonucleic acid. It's a long strand of _____ units which are called nucleotides. The complete sequence of DNA within an organism is called its _____.

There are _____ different nucleotides in DNA: adenine, thymine, guanine, and cytosine. They fit together to form pairs: **adenine** pairs with _____, and **cytosine** pairs with **guanine**.

These pairings are what's being referred to when we read that the human genome contains approximately 3 billion **base pairs**. If you ever forget which base pairs with another, remember, "Apples grow on _____, park your car in a _____."

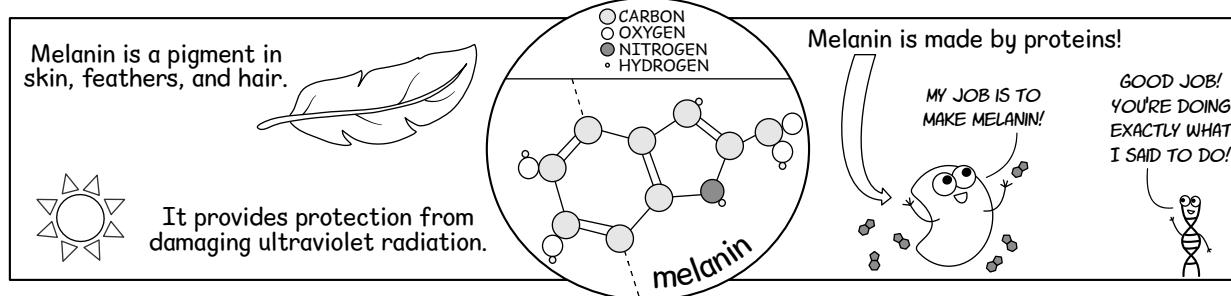
LABEL THE **BASE PAIR**, **BACKBONE**, AND **NUCLEOTIDE** IN THIS CARTOON REPRESENTATION OF DNA.
THEN WRITE A, T, C, OR G IN EACH BOX TO FILL IN THE CODE!



What's a gene?

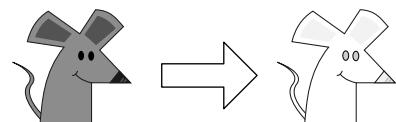
A gene is a specific sequence of DNA that contains information to make a gene product such as a protein. Most organisms have thousands of genes. There are approximately 20,000 genes in the human genome!

To better understand how a gene works, we'll look at two examples with genes that affect a pigment called melanin.



Albinism

Albino rats have completely white hair and pink eyes because they lack the pigment melanin. Blood vessels behind their transparent eyes are the reason for the pink color. The lack of pigment makes albinos much more sensitive to light. They sunburn easily, and their eyes can be damaged by bright lights.

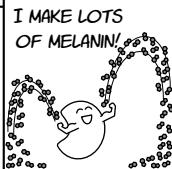


The cause: a mutation in the DNA causes a protein that makes melanin to stop working.
Why would this result in a recessive trait?

I CAN'T MAKE MELANIN.

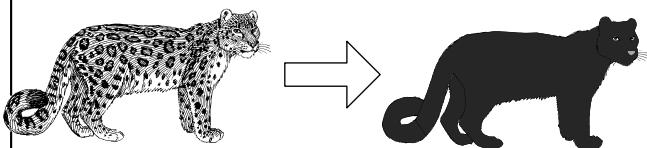


The cause: a mutation in the DNA causes a protein that makes melanin to work overtime!
Why would this result in a dominant trait?



Melanism

Black panthers are actually leopards with melanism. The extra pigment turns their coat completely black, which is not a disadvantage when hunting prey at night! Examples of melanism have been found in many different mammals and reptiles. In each case, the skin, feathers, or fur of the animal is completely black due to the extra pigment.



Write the correct phenotype below the cartoon representing each genotype. Possible phenotypes include albino, melanistic, or wild type (average melanin levels).*

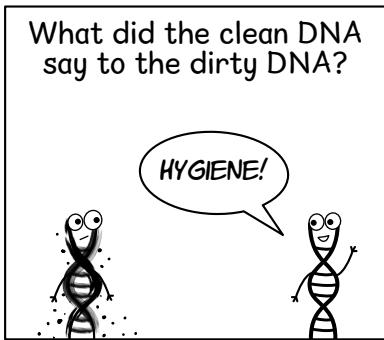
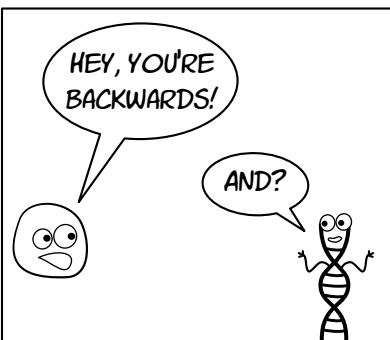
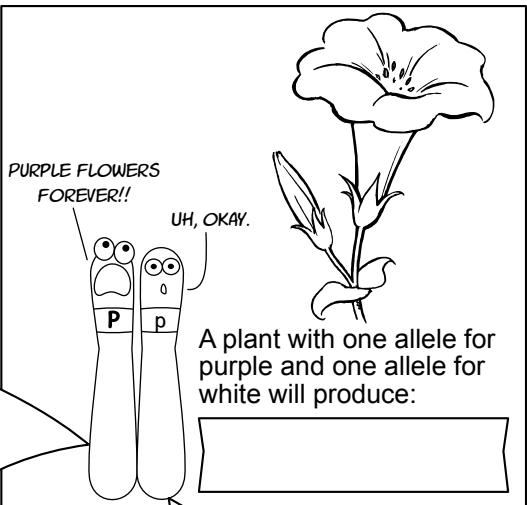
I CAN'T MAKE MELANIN.	DON'T WORRY. I CAN MAKE ENOUGH FOR BOTH OF US!	I CAN'T MAKE MELANIN. NEITHER CAN I!	THAT'S A LOT OF PIGMENT! I'M JUST GETTING STARTED!	READY TO MAKE SOME MELANIN?	I SURE AM!
 [Empty box for writing]	 [Empty box for writing]	 [Empty box for writing]	 [Empty box for writing]	 [Empty box for writing]	 [Empty box for writing]

*This example is over-simplified for educational purposes. While melanism in jaguars is a dominant trait, in other animals melanism is often recessive! There isn't just one type of melanin, and there are multiple enzymes and pigments involved in the process. So in the real world, pigmentation is more complex than displayed here.

Flower Color in Mendel's Peas

Remember the example of flower color that Mendel observed, where purple was dominant and white was recessive? The “bossy” P allele is representing a piece of DNA that has instructions for an enzyme. The P enzyme makes the purple pigment in the flower. It’s efficient and fast, and one copy can do just as good a job at making the flower purple as two copies. The recessive allele is representing a piece of DNA with a mutation that makes a non-functional enzyme. It can’t make the purple pigment.

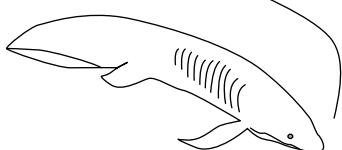
Draw pictures in the boxes below representing the working protein that makes purple pigment and the mutated protein that can't make the pigment:



ARE THESE FACT OR FICTION? Write your verdict below each statement.

The Australian lungfish has the largest genome of any animal.

IT'S HEAVY CARRYING AROUND ALL THIS DNA.



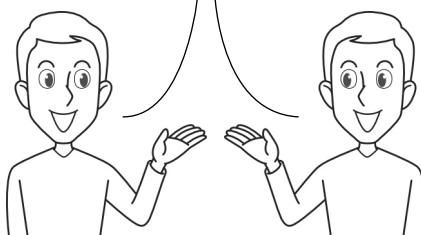
If you type 8 hours a day at 60 words per minute, it would take approximately 2 years to type the human genome!

WHY AM I USING A QWERTY KEYBOARD TO TYPE A, T, C, AND G? MY RIGHT HAND IS SO BORED.

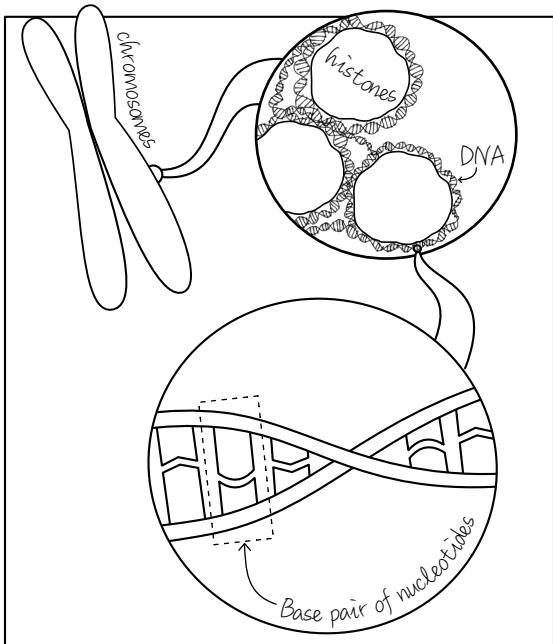


Identical twins have the same DNA!

I'M THE GOOD LOOKING TWIN!



Chromosomes

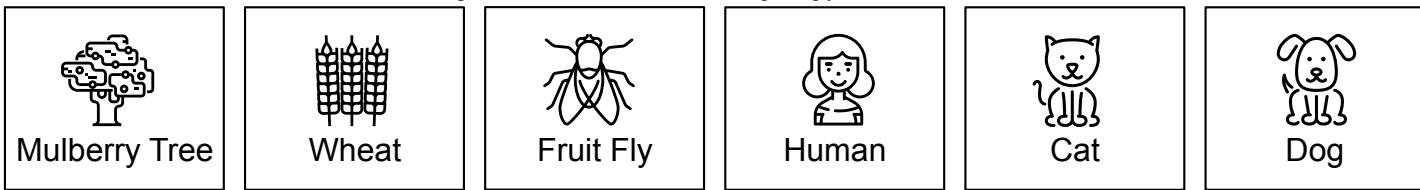


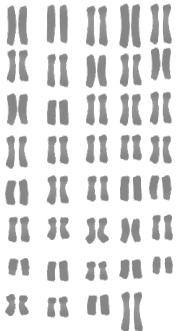
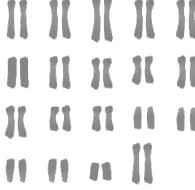
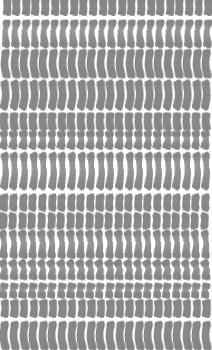
FILL IN THE BLANKS USING THESE WORDS:

number histones chromosome fly 23 karyotype humans

A _____ is a strand of DNA wrapped around proteins called _____. Each member of the same species will have the same number of chromosomes, but between different species, the _____ and size of chromosomes can be very different. A fruit _____ has 8 chromosomes. The black mulberry tree has more than 300! _____ have _____ pairs of chromosomes for a total of 46 chromosomes. A _____ is a picture of the complete set of chromosomes that have been sorted by length.

Draw lines to match each organism with its karyotype:



2 copies of 39 chromosomes Total: 78 	6 copies of 7 chromosomes Total: 42 	2 copies of 19 chromosomes Total: 38 	22 copies of 14 chromosomes Total: 308 	2 copies of 23 chromosomes Total: 46 	2 copies of 4 chromosomes Total: 8 
--	---	--	---	--	--

The human genome

There are 23 pairs of chromosomes in the human genome, but what do they all do? Lots of things! Remember each chromosome contains *hundreds to thousands* of different genes. Having only one chromosome or having three copies of a chromosome (trisomy) is usually fatal. There are only a few chromosomes where an extra copy can be tolerated.

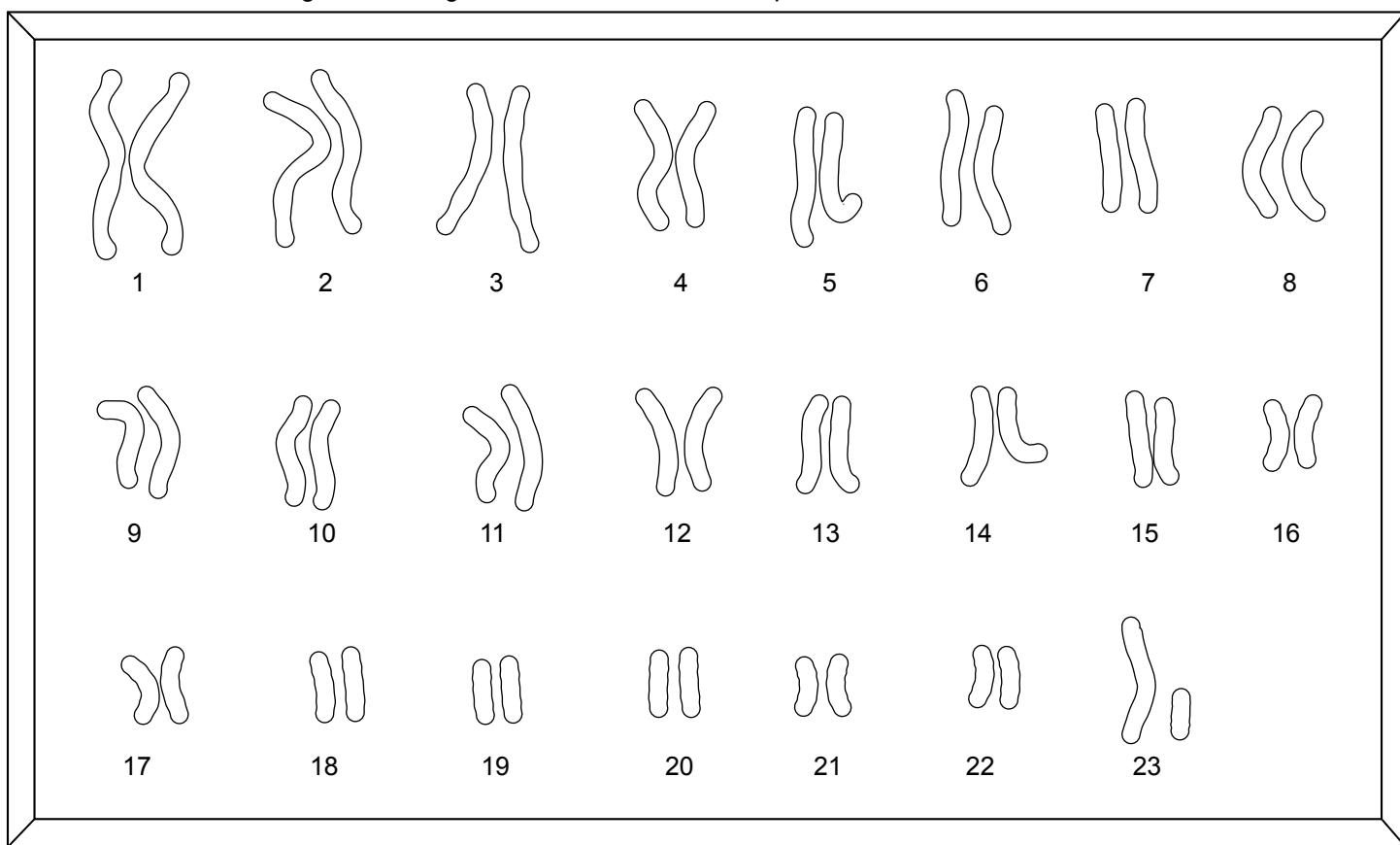
Vocabulary review! Fill in the blanks below with the correct term:

The condition of having three copies of a chromosome is called:

Chromosomes contain both DNA and proteins. The proteins are called:

A sequence of DNA that contains information to make a product such as a protein is called:

Arranging chromosomes in a karyotype helps scientists organize them for further study. In the human karyotype, the chromosomes are arranged from longest to shortest, with the XY pair at the end.



Write the number of the corresponding chromosome next to each statement:

The longest chromosome in the human genome. It contains thousands of genes.

This pair of chromosomes determines biological sex.

Three copies of this chromosome causes Down Syndrome.

Three copies of this chromosome causes Trisomy 18.

It was thought to be the shortest human chromosome, but then chromosome 21 was discovered to be shorter!

Sex Determination

FILL IN THE BLANKS USING THESE WORDS:

male 50 eyesight 900 females birds

Most organisms that reproduce sexually have two sexes: male and female. In humans, biological sex is determined by chromosome 23. _____ have two copies of the X chromosome. The X chromosome is long and has about _____ genes, including important alleles for _____, blood clotting, hearing, and nerve and muscle function. The Y chromosome has about _____ genes, and their purpose is to start a cascade of hormone changes that cause the development of the _____ physical traits.

In _____, some fish, and most reptiles, the sex determination is different. Males have two copies of the same chromosome and females have two different sex chromosomes. This system is called the ZW system.

ZW system - birds, some fish, reptiles, and pistachio trees

Male bird is ZZ



sperm or pollen
is always z



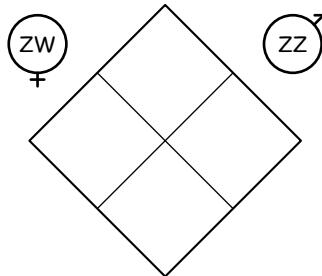
female bird is ZW



egg or ovum
is z or w



Fill out the Punnett square for ZW. On average, how many birds will be male, and how many will be female?



XY system - mammals, some insects, guppies, and ginkgo trees

Male mammal
is XY



sperm or pollen
is x or y



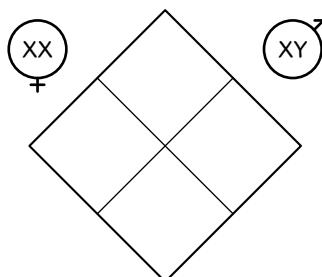
female mammal
is XX



egg or ovum
is always x



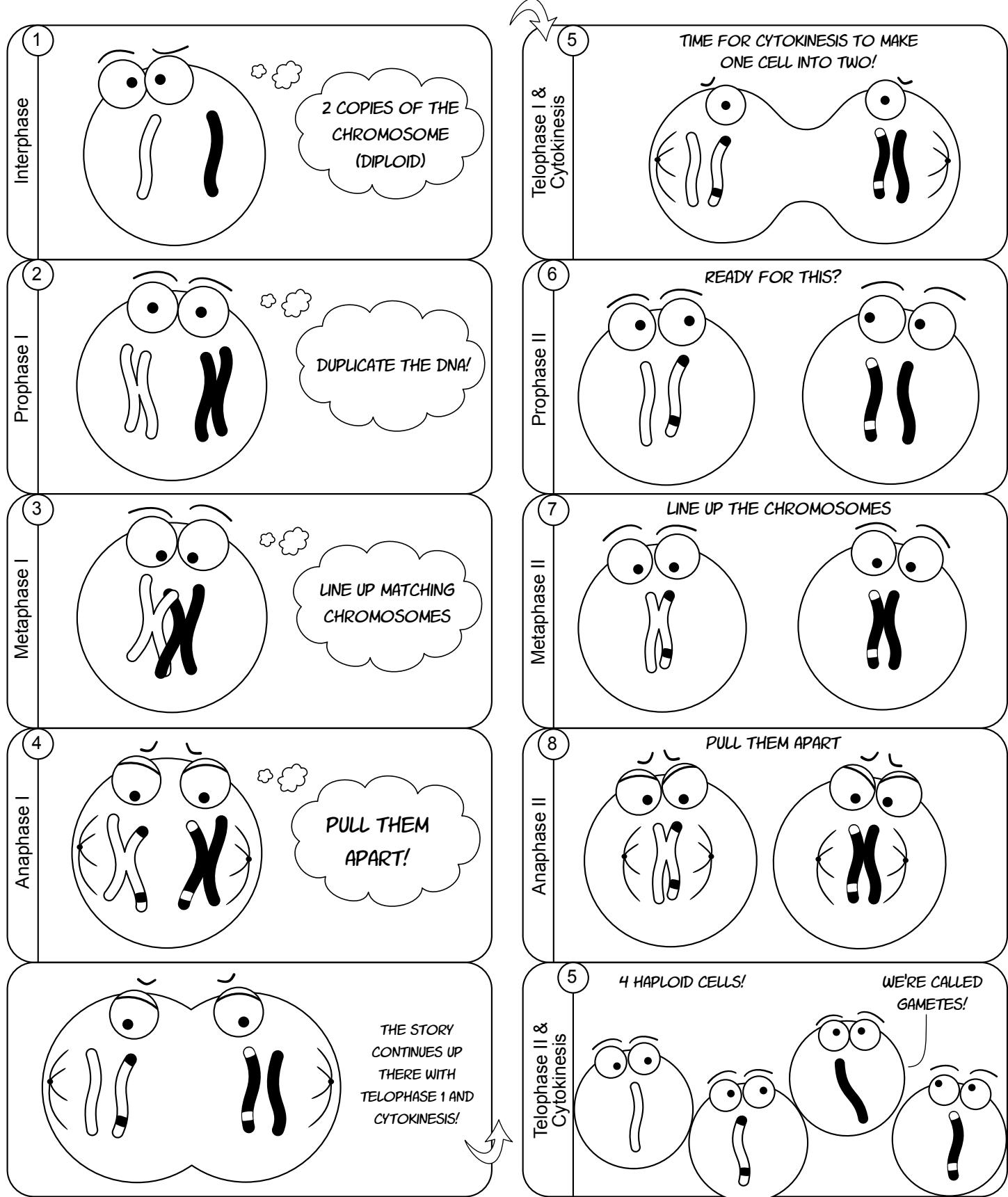
Fill out the Punnett square for XY. On average, how many mammals will be male? How many will be female?



Female	Male	Intersex	Klinefelter Syndrome	Turner syndrome
XX	XY	XX or XY	XXY	X
The individual has ovaries that produce eggs through meiosis.	The individual has testes that produce sperm through meiosis.	Physical characteristics don't match traditional definition of male or female. Observed phenotype is sometimes opposite what would be expected from the genotype.	Physical characteristics are usually male. Individual is often infertile. Occurs in about 1 in 1,000 male births.	Physical characteristics are female. Individual is infertile. Higher risk of heart disease, diabetes, and thyroid disorders.

MEIOSIS

Meiosis is a special type of cell division used to produce **gametes**. Gametes have $\frac{1}{2}$ the number of chromosomes as their parent cell and are called **haploid** cells. Combining gametes from two different individuals increases genetic diversity, which is one of the main advantages in sexual reproduction.

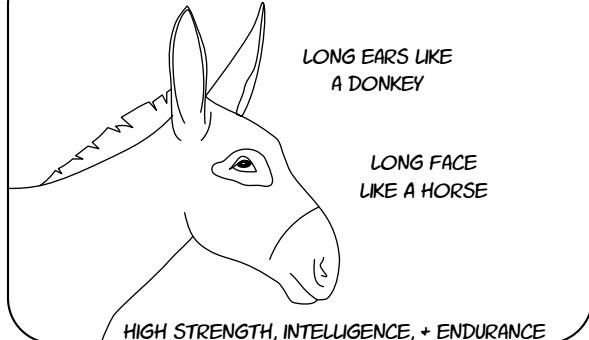


Meiosis Mysteries

Seedless watermelons, bananas, and mules all have something in common. They can't reproduce!*
Match each organism with the corresponding explanation for why it is sterile or infertile.

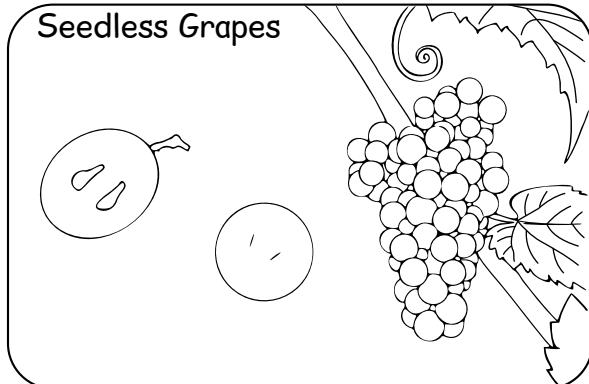
*The domestic banana (Cavendish) can reproduce asexually through vegetative propagation but does not have seeds and cannot undergo sexual reproduction. There are hundreds of different varieties of bananas. Most of the wild bananas do produce seeds.

Horse x Donkey = Mule



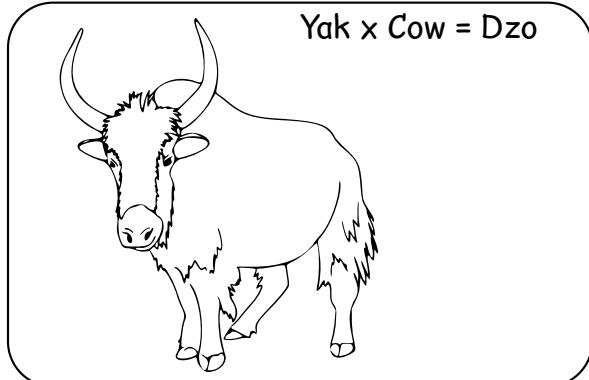
A mutation stopped meiosis from working. People first noticed this mutation several hundred years ago. They liked the result and have been nurturing similar mutations ever since!

Seedless Grapes



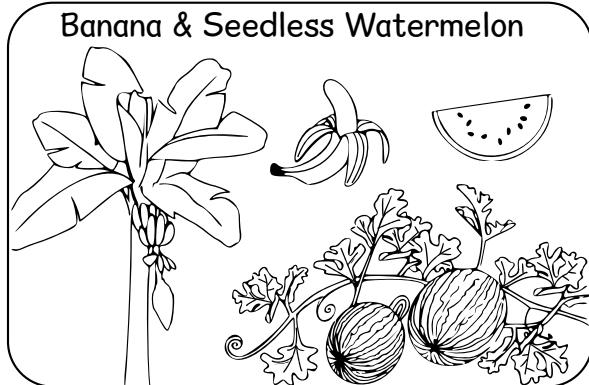
One parent has 64 chromosomes. The other parent has 62. The resulting organism has an odd number of chromosomes (63), which causes problems in meiosis.

Yak x Cow = Dzo



One parent is diploid (2 copies of each chromosome) and the other parent is tetraploid (4 copies of each chromosome). The resulting triploid organism is infertile or sterile.

Banana & Seedless Watermelon



Both of the parents have 60 chromosomes. Female offspring are fertile, but males are sterile because of some interesting and complex epigenetic changes to meiosis.

Proteins!

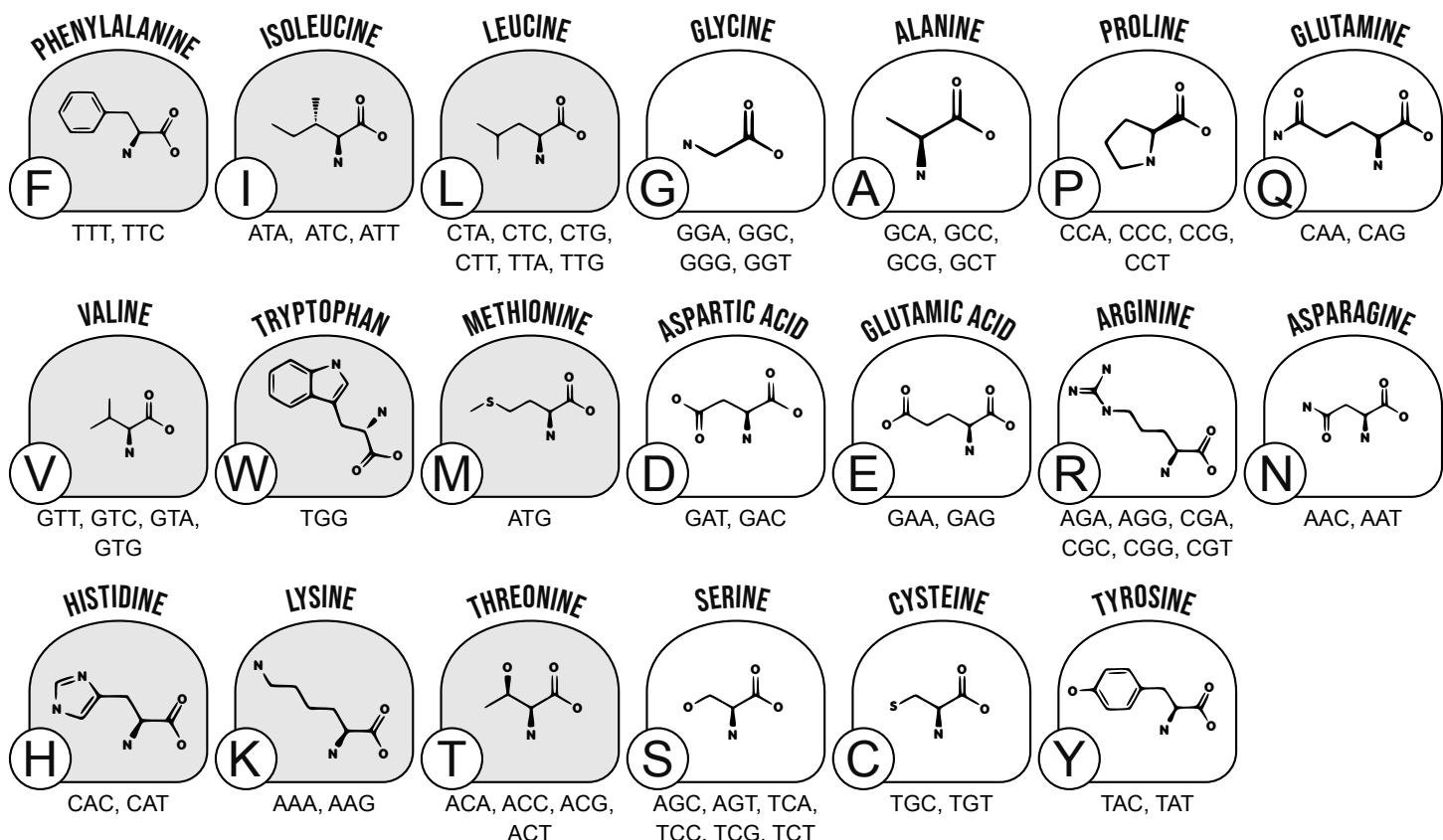
The molecules that run things in the cell

FILL IN THE BLANKS USING THESE WORDS:

acids proteins muscles duplicating
traits make amino structural

Almost all of the _____ in animals and plants are ultimately controlled by proteins. _____ can be enzymes that _____ things like pigments or perform tasks like _____ DNA. Proteins can also be _____; they're the main ingredients in the _____, skin, and bones of all animals. All proteins are polymers made of _____.

Below are the 20 amino acids used to make proteins. Each amino acid has a 1-letter abbreviation. The 9 dietary essential amino acids are shaded grey.



Label Hunt: Check some food labels. Can you find amino acids listed in the ingredients?

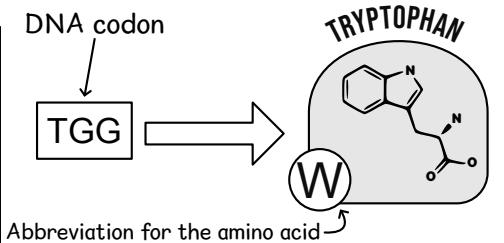
FOOD ITEM:

AMINO ACID IT CONTAINS:

Hint: check sugar-free products such as chewing gum. You'll find one!

A Code of Triplets

A **codon** is a sequence of 3 nucleotides such as adenine, thymine, and cytosine (ATC). Each codon represents an amino acid or an instruction like "start" or "stop." On the previous page, you can see the amino acid tryptophan is specified by the triplet TGG and abbreviated with the letter W. Some amino acids can be specified by multiple codons. For example, both AAA and AAG code for the amino acid lysine.



Can you decipher a secret message from the letters below?

...YRTQUNYOU CAN EATPIE ANY DAY MMETBK...

It helps if we break up the phrase into triplets:

...YRT QUN YOU CAN EAT PIE ANY DAY MME TBK...

Now what happens if we shift our starting position by just one letter?

...RTQ UNY OUC ANE ATP IEA NYD AYM MET BK...

The secret message is lost!

The genetic code is similar. Adding or taking away one base pair can have disastrous effects!

DNA Decipher Challenge

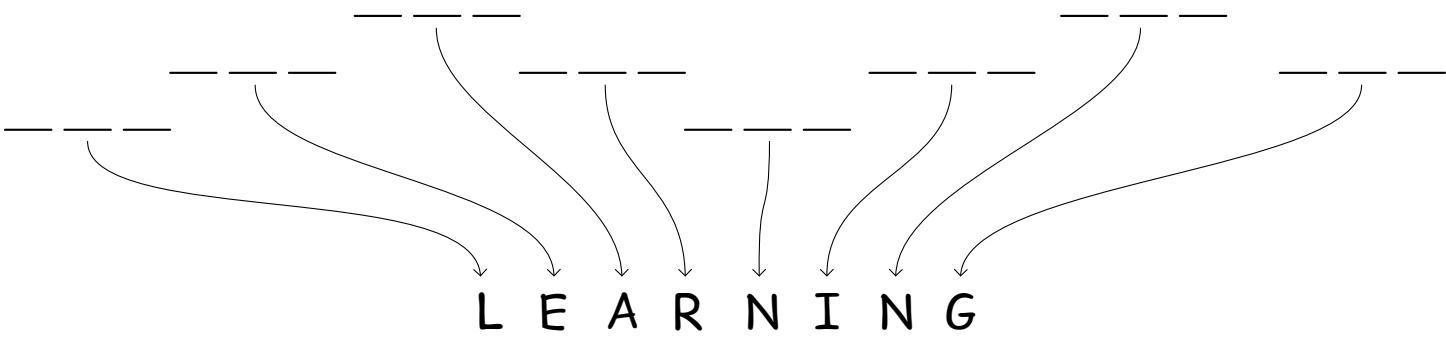
Break up the letters below into groups of three nucleotides (codons). Match each codon with the abbreviation letter of the associated amino acid by referring to the previous page. Can you finish deciphering the secret message? Use the chart on the previous page OR use the DNA decoder wheel from the appendix.

AGTTGCATTGAAACTGTGAGATCTCAATAAACATGTATGATAACGCG
↓ ↓
S C _____

What did one chromosome say to the other?  Do these genes look good on me?

DNA Encryption Challenge

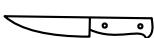
Write out the DNA codons that will code for the word "LEARNING." Use the abbreviation letters for the amino acids. For example, "L" can be coded for by "CTC" or "CTT." Then give the sequence to someone and see if they can decode it!



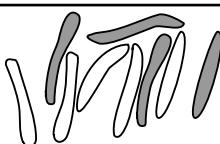
Hands-on Science Project

GUMMY WORM KARYOTYPES

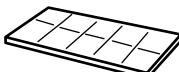
MATERIALS:



knife or scissors



gummy worms



chocolate



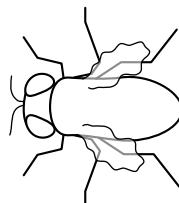
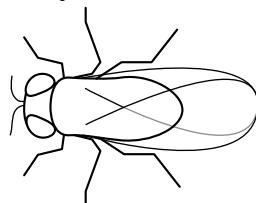
Small bowl for melting chocolate

Make a fruit fly karyotype

The common fruit fly is used as a model organism for biological research because it has a quick life cycle and a relatively small genome with just 4 pairs of chromosomes.

The first pair of chromosomes in the fruit fly karyotype is the X/Y pair that determines biological sex or the female/male trait. The other chromosomes are named 2, 3, and 4. But chromosome 4 is so small that it only has a handful of genes compared to the others!

Fruit fly with full-sized wings



Flightless fly with vestigial wings

Instructions:

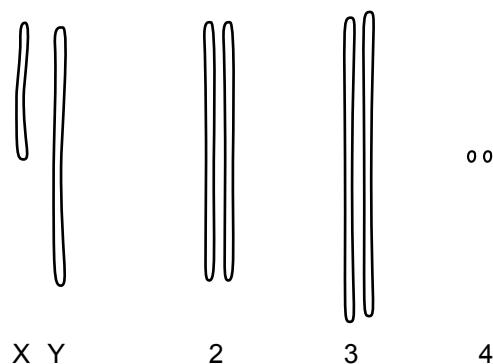
1. Using the picture on the right as a guide, cut the gummy worms to the appropriate relative lengths. Make multiple copies of each chromosome type.
2. Carefully melt chocolate in a microwave, and dip about half of chromosomes 2, 3, and X into chocolate. It is not necessary to coat chromosome 4 or the Y chromosome with chocolate since we will not be evaluating genes on those chromosomes. After dipping, let the gummy worms cool.
3. Arrange two of each chromosome type on paper to make a fruit fly karyotype. If the chromosome is dipped in chocolate, this indicates that it contains a dominant trait. If the chromosome is not dipped in chocolate, this indicates a recessive trait.
4. See if another person can use the key below to decipher the traits that your gummy worm karyotype represents! Then color in the fly correctly.
5. Rearrange the gummy worms to create another karyotype. Repeat the exercise again.

SPECIES NAME: *Drosophila melanogaster*

GENOME SIZE: 0.139 billion base pairs
(or 139 million base pairs)

NUMBER OF GENES: 14,000

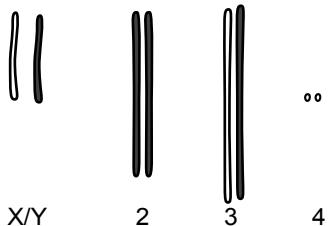
NUMBER OF CHROMOSOME PAIRS: 4



Karyotype Key

- XX chromosomes = female
- XY chromosome pair = male
- Dominant trait in X = red eyes
- Recessive trait in X = white eyes
- Dominant trait in 2 = functional wings
- Recessive trait in 2 = miniature wings (flightless)
- Dominant trait in 3 = yellow body color
- Recessive trait in 3 = ebony or black body color

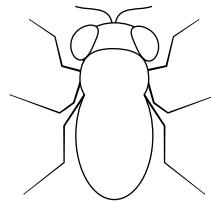
FOR EXAMPLE:



This karyotype matches a female red-eyed, flying, yellow fruit fly.

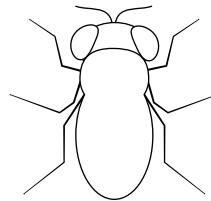


Color and describe the fruit fly that matches this karyotype!
Don't forget to draw in the wings.



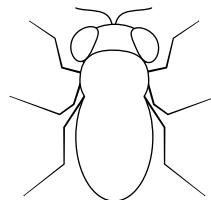
X/Y 2 3 4

Color and describe the fruit fly that matches this karyotype!
Don't forget to draw in the wings.



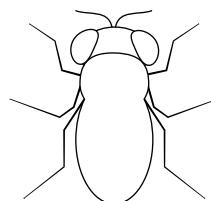
X/Y 2 3 4

Color and describe the fruit fly that matches this karyotype!
Don't forget to draw in the wings.



X/Y 2 3 4

Color and describe the fruit fly that matches this karyotype!
Don't forget to draw in the wings.

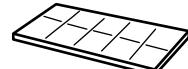
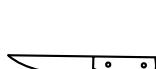


X/Y 2 3 4

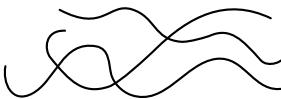
Hands-on Science Project

GUMMY WORM MEIOSIS

MATERIALS:



Small bowl for melting chocolate

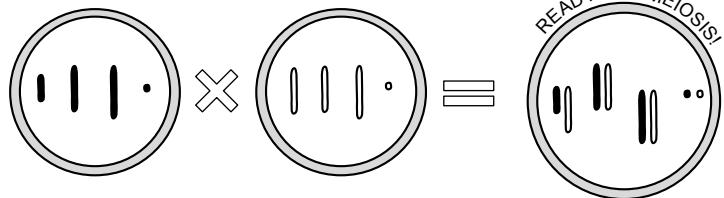


Cooked spaghetti noodles or yarn for the spindle fibers



Jelly beans or other cylindrical objects to represent centrioles

In this activity, the cell inherited **chocolate-covered** gummy worm chromosomes from one parent and **non-chocolate** chromosomes from the other parent.



Meiosis with gummy worms

1. Interphase: Arrange 4 pairs of gummy worms on a plate just as in the karyotype activity. One set of gummy chromosomes should be covered in chocolate. The others should be uncovered. Prepare for duplication by making sure you have an exact match for each gummy worm on the plate.

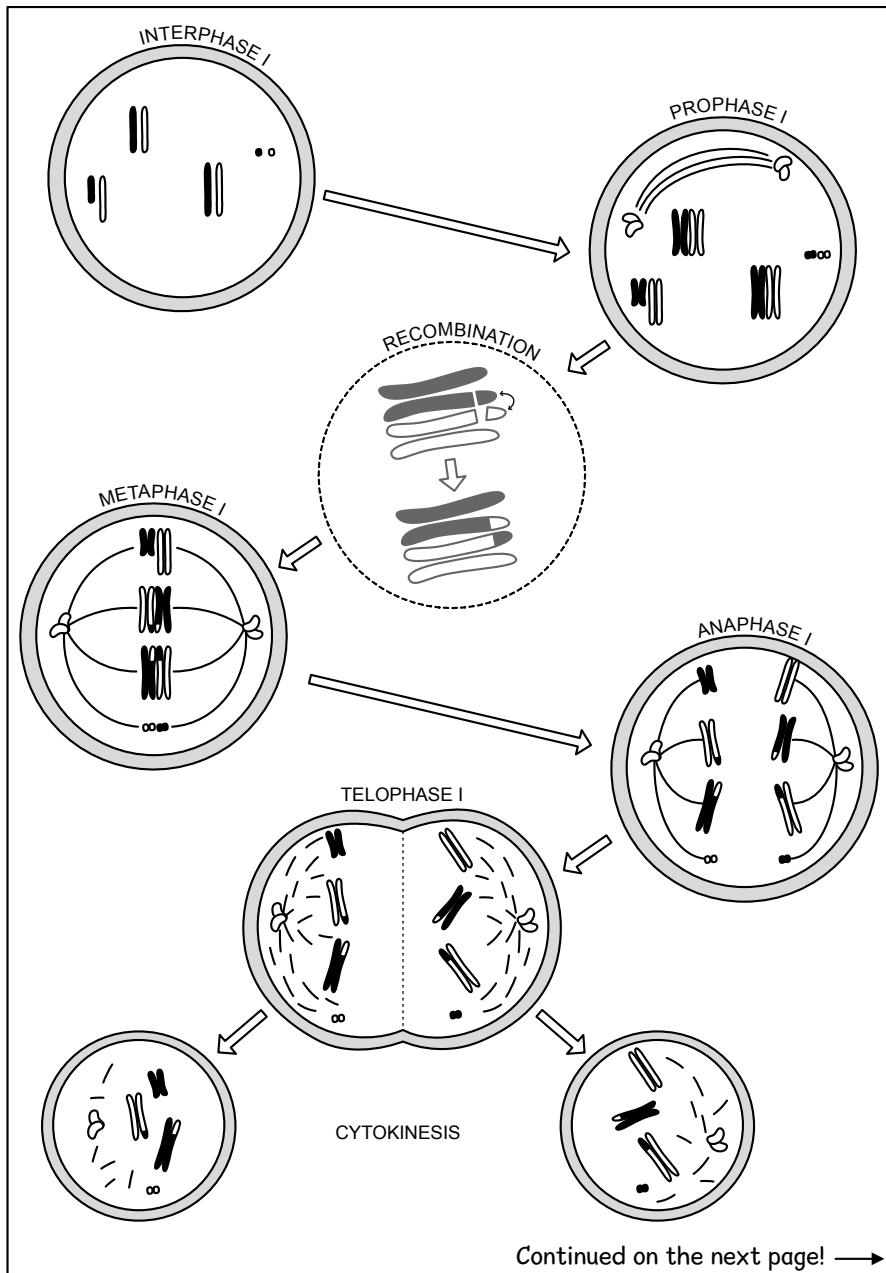
2. Prophase I: When duplicated, the identical chromosomes are linked together and called sister chromatids. Represent this step by adding an identical gummy worm to each gummy worm on the plate.

3. Recombination: During prophase one, the matching chromosomes (homologous pairs) come together to form a tetrad. While they're together, they swap pieces of DNA! With your knife, cut pieces from two matching chromatids and trade them!

4. Metaphase I: Line up all of the tetrads in a straight line and lay out the yarn or noodles and candies to represent the spindle fibers and centrioles!

5. Anaphase I: The spindle fibers pull the homologous chromosomes apart. Each side should have 8 gummy worms in total.

6. Telophase I and cytokinesis: The cell splits to become two cells, each with 8 gummy worm pieces in total. Notice that now there is more variety with the chromosomes due to recombination.



7. Prophase II: A new set of spindle fibers are prepared.

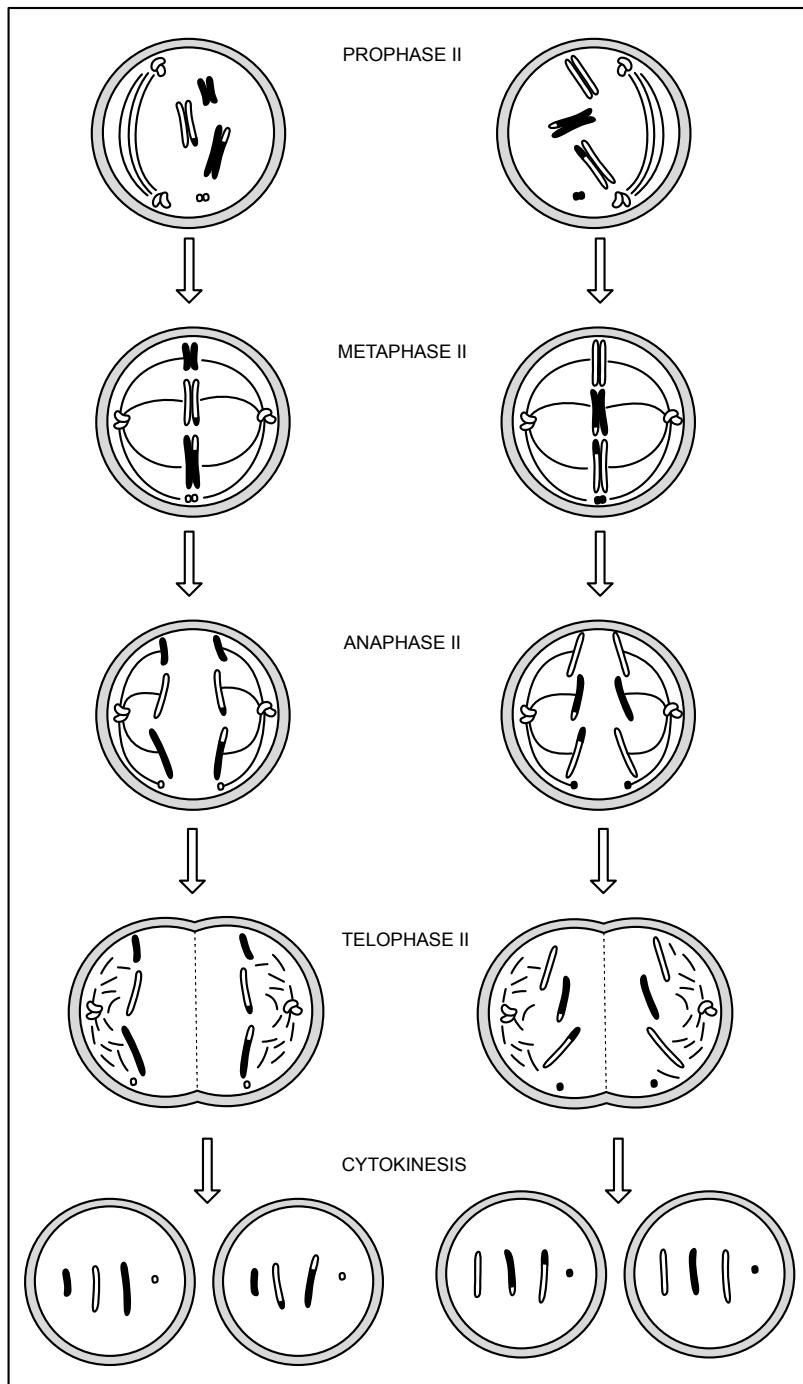
8. Metaphase II: The chromosomes line up in a straight line. Centrioles form and spindle fibers attach.

9. Anaphase II: The spindle fibers pull the sister chromatids apart to opposite sides of the cell.

10. Telophase II and cytokinesis: Each cell splits into two cells, with one copy of each chromosome. Notice how the cells produced (gametes) have half the number of chromosomes as the starting cell.

Why do the gametes have half the number of chromosomes? What is the purpose?

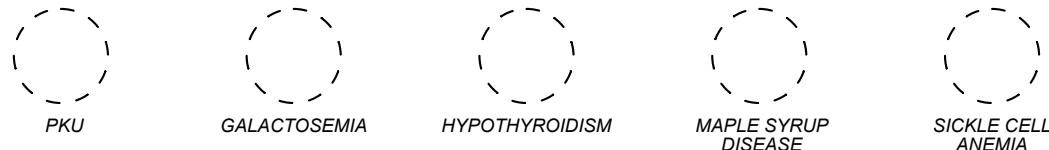
Can any of the 4 daughter cells or gametes produced by meiosis be identical? Why or why not?



What happens if, during anaphase II, a spindle fiber pulls two chromatids to one side instead of pulling the chromatids apart?

The Genetics of PKU

Most people have an enzyme that can change the amino acid phenylalanine into tyrosine. But some people inherit a rare genetic disease called phenylketonuria or PKU. This disease is recessive. It's caused by a mutation that codes for a non-functional copy of an enzyme called phenylalanine hydroxylase. The working enzyme converts the amino acid phenylalanine to tyrosine. If phenylalanine cannot be converted, it can build up to toxic levels in the blood and cause permanent damage to nerve cells.



BEFORE NEWBORN SCREENING

A person born with PKU was healthy at birth, but as they grew up they developed permanent damage to brain tissue and experienced intellectual disability, psychiatric disorders, and seizures.

AFTER NEWBORN SCREENING

A person born with PKU is put on a special low-protein diet that restricts the amount of phenylalanine. As long as the diet is followed, they do not experience the negative effects of PKU.



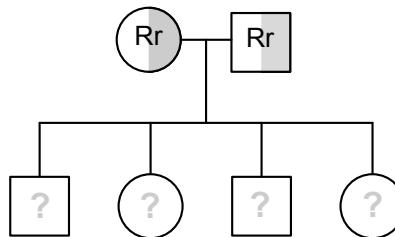
Some people think the mutations responsible for PKU originated in Europe. Does this data support or contradict that idea?

COUNTRY	INCIDENCE OF PKU*
United States	1 in 25,000
Austria	1 in 5,764
Finland	1 in 112,000
France	1 in 9,091
Italy	1 in 4,000
Japan	1 in 125,000
Philippines	1 in 116,006
Thailand	1 in 227,273

supports

contradicts

If both parents are carriers for PKU, what are the probabilities of their offspring experiencing the following outcomes?



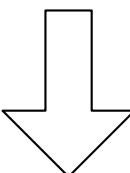
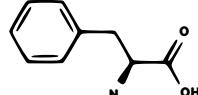
_____ % CHANCE UNAFFECTED (RR)

_____ % CHANCE CARRIER (Rr)

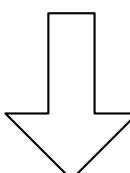
_____ % CHANCE PKU (rr)

* From The Genetic Landscape and Epidemiology of Phenylketonuria by Alicia Hillert et al. Published in the American Journal of Human Genetics. Vol 107, Aug 6, 2020.

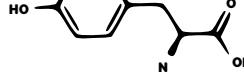
PHENYLALANINE



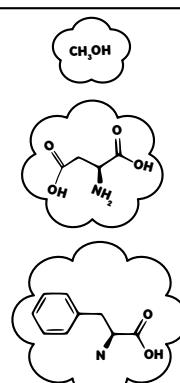
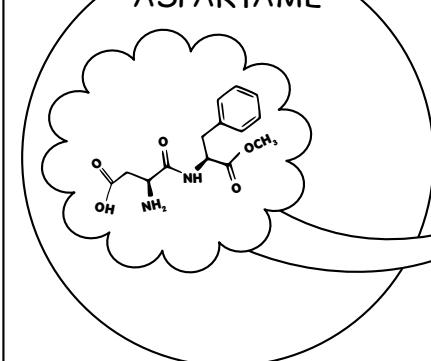
PHENYLALANINE HYDROXYLASE



TYROSINE



ASPARTAME



After eating, the body breaks it down into these 3 things.
Do you recognize the largest molecule?

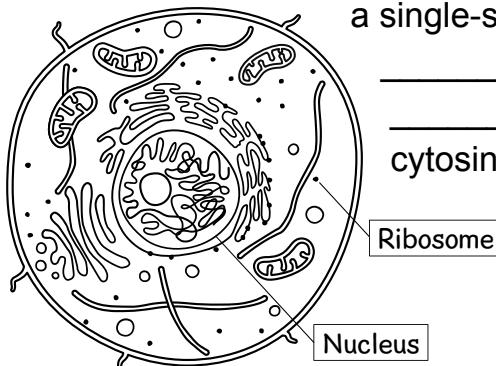
Aspartame is an artificial sweetener that is 200 times sweeter than sucrose. Why are food products with aspartame required to contain a warning label about phenylalanine?

Transcription - from DNA to RNA

FILL IN THE BLANKS USING THESE WORDS:

membrane DNA adenine transported uracil

In human cells, DNA is kept in the nucleus. Because it is surrounded by the nuclear _____, other parts of the cell (like ribosomes) can't access it directly. The information in DNA is _____ between the nucleus and the rest of the cell by a single-stranded molecule called RNA. RNA is very similar to _____, but instead of thymine, it contains a nucleotide called _____. The four units of RNA are _____, uracil, cytosine, and guanine, or A,U,C, and G.



Translation

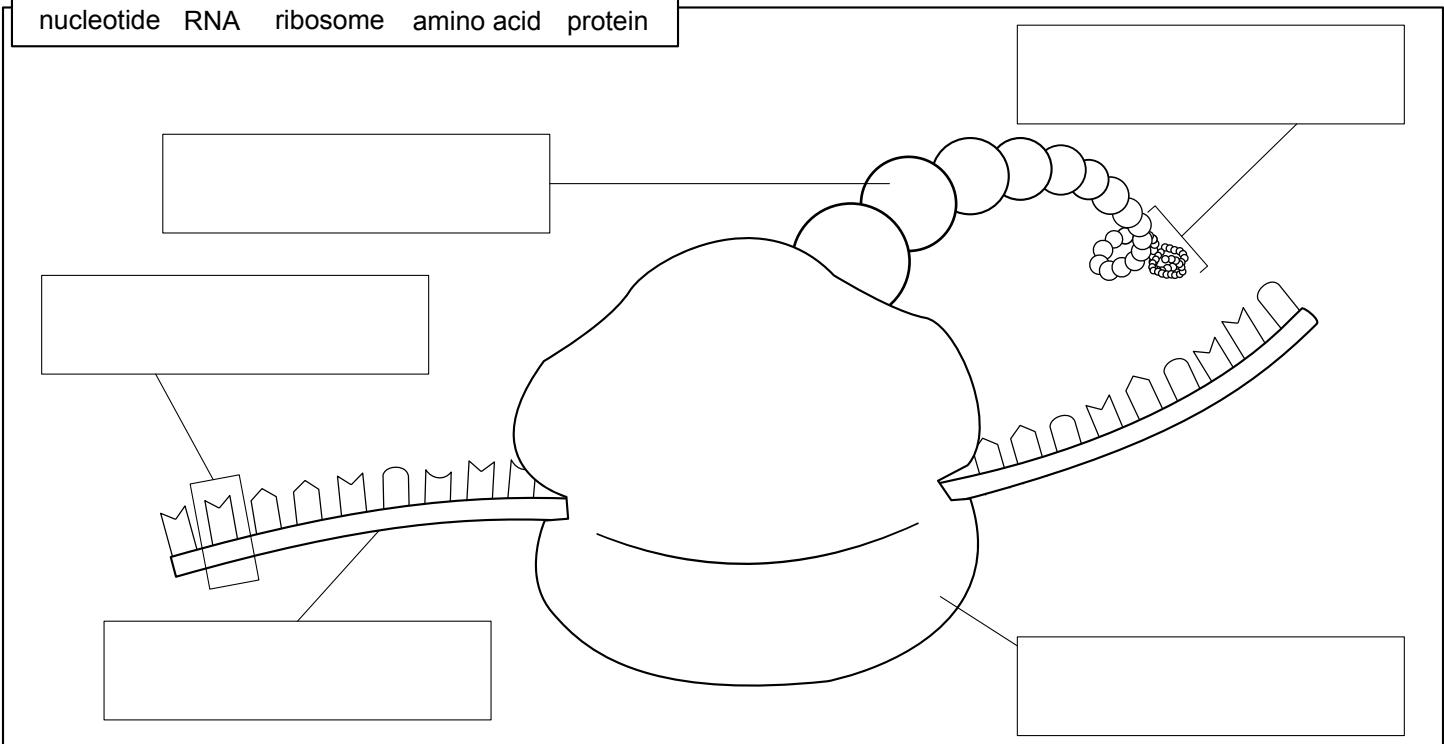
FILL IN THE BLANKS USING THESE WORDS:

translation RNA ribosomes codons protein

RNA molecules called mRNA are used by _____ to make protein. The ribosome reads every three nucleotides from the strand of _____ and matches them to an amino acid. These three-letter segments of RNA are called _____. For example, if the ribosome reads a codon of three guanines (GGG), it will add the amino acid glycine to the _____ it is making. Since the sequence of nucleotides is being translated into a sequence of amino acids, this process is called _____.

LABEL EACH BOX IN THE DRAWING BELOW USING THESE WORDS:

nucleotide RNA ribosome amino acid protein

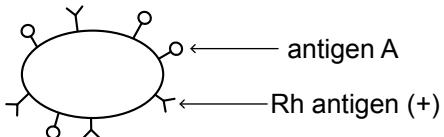


Blood Types

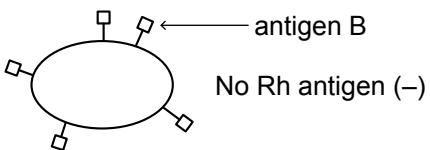
FILL IN THE BLANKS USING THESE WORDS:

recessive codominant type proteins antigens AB

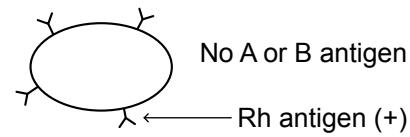
Blood Type A+



Blood Type B-



Blood Type O+



Red blood cells have small _____ and carbohydrates on the surface of their cells, which are called antigens. Different _____ result in different blood types.

Blood type is essential to know for performing surgery and other medical procedures. The most well known blood _____ systems are ABO and Rh.

The ABO phenotype is controlled by one of three alleles: A, B, or O. The A and B alleles are _____. Someone with both alleles has blood type _____. The A and B alleles are both dominant over O.

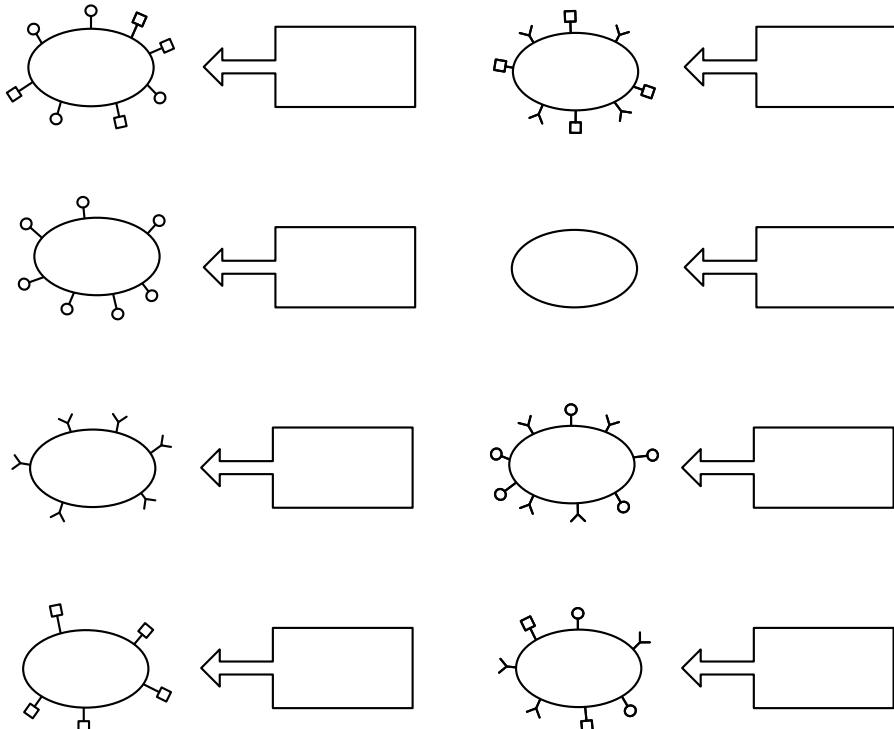
The Rh gene has a dominant allele (+) and a recessive allele (-). The dominant allele produces a small protein on the surface of the blood cells. Someone with this protein is called "Rh positive." Two copies of the _____ allele results in cells with no Rh protein on their surfaces, a condition which is called "Rh negative."

Decipher the blood type!

Use the information in the antigen key to label each blood type.

Antigen Key

A antigen	♀
B antigen	♂
Rh factor	Y



Genotype & Phenotype

HOW DO WE SHOW BLOOD TYPE WHEN THERE ARE THREE ALLELES?



USE CAPITAL "I" FOR THE A AND B ALLELES WITH A SUPERSCRIPT TO TELL THEM APART. FOR THE O ALLELE, WE USE A LOWERCASE "i".



Blood Alleles

I^A, I^B, i

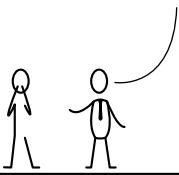
$ii \rightarrow$ Type O

$I^AI^B \rightarrow$ Type AB

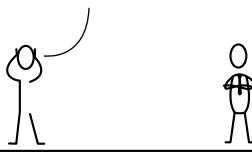
$I^Ai \rightarrow$ Type A

$I^Bi \rightarrow$ Type B

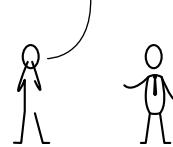
WELL, "O" ISN'T A GOOD LETTER TO USE FOR ALLELES BECAUSE IT CAN BE HARD TO TELL THE DIFFERENCE BETWEEN CAPITAL AND LOWERCASE "O".



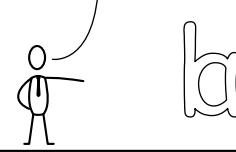
SO DON'T CAPITALIZE IT! OR MAKE A NEW LETTER! COMBINE A AND B TOGETHER. ANYTHING IS BETTER THAN USING "I" AND SUPERSCRIPTS.



UGH! THAT'S CONFUSING. WHY CAN'T WE JUST USE THE LETTER "O" FOR THE TYPE O ALLELE??



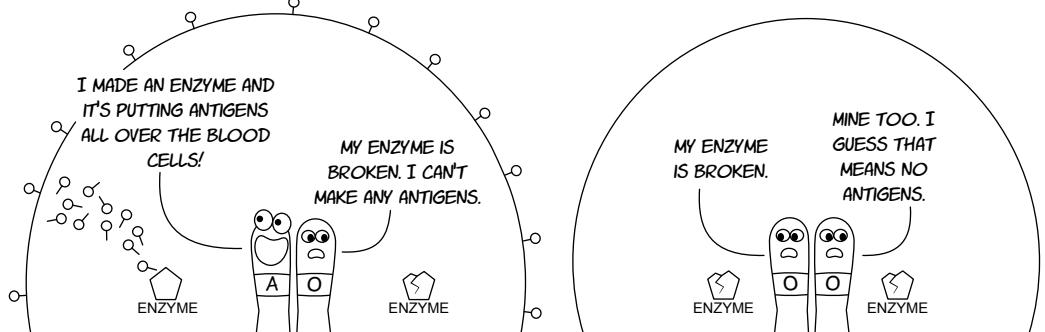
ANYTHING IS BETTER?? HAVE YOU EVER TRIED TO WRITE A LOWERCASE "A" AND "B" AT THE SAME TIME?



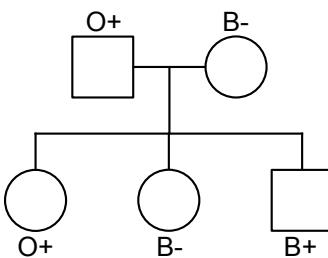
We are using A, B, and O to represent the ABO blood types. Someone with type A blood can either be homozygous (AA) with two alleles that code for enzymes that make the A antigen or they can be heterozygous (AO) with one functional allele (A) and one non-functional allele (O). The recessive allele (O) creates a non-functioning enzyme that can't make any antigens.

Phenotype Genotype

Type A	AA or AO
Type B	BB or BO
Type AB	AB
Type O	OO
Rh +	++ or +-
Rh -	--



The *phenotypes* of a family are displayed below. What are the *genotypes* of the parents?



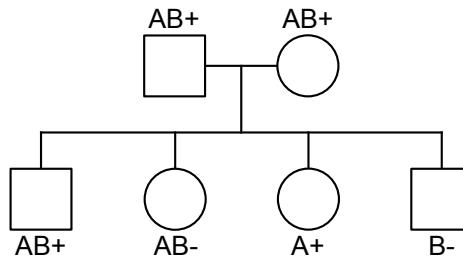
The genotype of parent with O+ blood is:

- OO++
- OO+-
- Something else

The genotype of parent with B- blood is:

- BB ++
- BB +-
- BB --
- BO ++
- BO +-
- BO --
- Something else

The *phenotypes* of a family are displayed below. What are the *genotypes* of the parents and the child with A+ blood?



The parents are:

- Both homozygous for the Rh factor (both AB++)
- One homozygous, one heterozygous (AB++ and AB+-)
- Both heterozygous for Rh factor (both AB+-)
- We are unable to determine genotype with the given information.

The genotype of the child with A+ blood is:

- | | |
|-------------------------------|--|
| <input type="checkbox"/> AA++ | <input type="checkbox"/> AO+- |
| <input type="checkbox"/> AO++ | <input type="checkbox"/> Either AA++ or AA+- |
| <input type="checkbox"/> AA+- | <input type="checkbox"/> Something else |

Fill out the Punnett square below for the cross AO⁺ × BO⁺. Include both the genotype and the phenotype. Two squares have been completed as examples. Then answer the questions.

	B+	B-	O+	O-
A+				
A-				
O+				
O-			O+	O- ← OO ⁺⁺
				Genotype ← OO ⁻⁻
				Phenotype

How many different blood types could result from this cross?

Which blood type is most likely from this cross?

What is the chance of heterozygous A+ / B+ parents producing a child with O- blood?

Not all blood types are equally likely! Use the distribution chart for human blood types to fill in the blanks below. As a bonus question, do you know what blood type is called the “universal donor”?

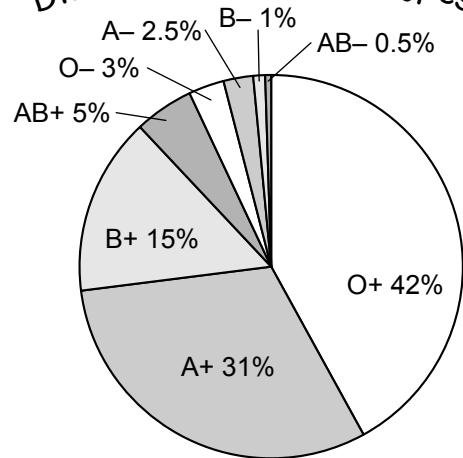
The most common blood type is _____.

The least common blood type is _____.

Rh _____ blood types are more common than Rh _____ blood types.

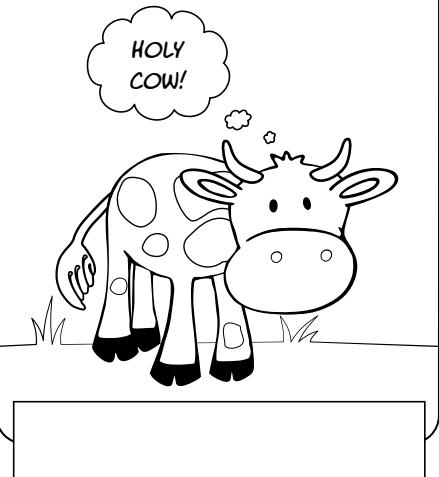
The universal donor blood type is _____.

Distribution of Blood Types



Are these FACT or FICTION? Write your verdict below each statement:

Cows can have more than 800 possible blood types.

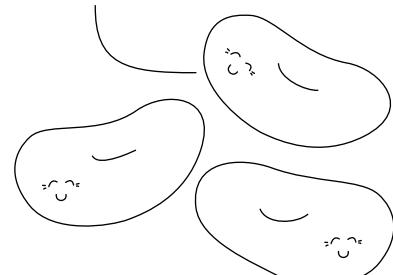


Mosquitoes prefer type A blood over all other types.



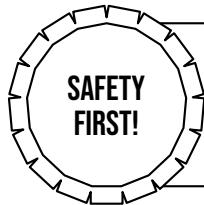
One pint of blood contains 2.4 TRILLION red blood cells!

THERE SURE ARE A LOT OF US!



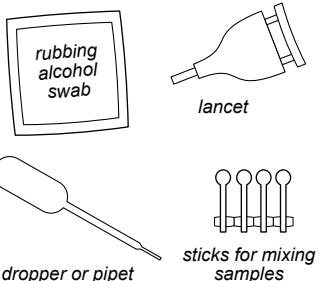
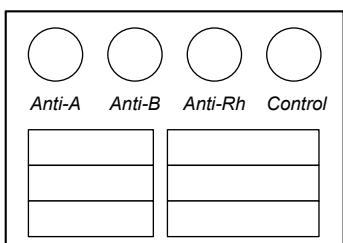
Hands-on Science Project

WHAT'S YOUR BLOOD TYPE?



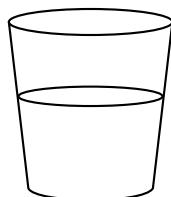
Using a blood type kit requires the use of a lancet to provide a blood sample, so this should only be done while supervised and with an adult's permission. Be sure to follow the directions of the blood typing kit used. If not using a blood type kit, decipher the results on the following page to determine the mystery blood types.

MATERIALS:



Blood type kit

Kits typically contain a card, antiseptic, lancet, dropper, sticks or swabs for mixing, and instructions.



Glass of water



A clock or timer

INSTRUCTIONS:

Always follow the directions from your blood typing kit! Most likely, they will look something like this:

1. Place a drop of water on each circle located on the card to activate the serum.
2. Prep your finger by sterilizing it with an alcohol wipe.
3. Prick your finger using the lancet. Then gently massage your finger to allow a drop of blood to form.
4. Touch one of the provided sticks to the blood. Then rest it on one of the circles on the card. Stir gently to mix.
5. Using a new stick each time, repeat until all circles are filled.
6. Gently mix the blood sample with the water on each serum circle.
7. Let the card sit for at least 1 minute. The circle(s) that have agglutinates or clumping indicate your blood type. No clumping in the A or B circles means you are type O. The "Anti-D" or "Anti-Rh" space will clump if you are Rh positive.
8. Using the alcohol wipe, clean your finger and apply a bandaid.
9. Write your name and blood type on the card. Then, when the blood has dried, place the protective sheet on top to save your results.

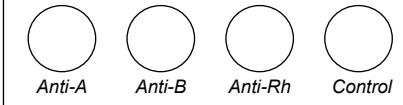
WHY IS THERE A 'CONTROL' CIRCLE?

If a person is careless, they can cross-contaminate their sample. This might give a result of AB+ when in reality, the blood type should be A-, B-, B+, or A+. To help avoid this error, a control spot is added. If agglutination is visible in the control circle, the results are invalid! The test must be run again to determine blood type.

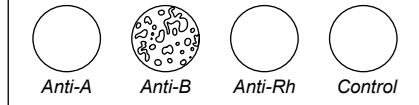
HOW IT WORKS

The serum on the card in the testing kit contains A, B, and Rh antibodies. When blood is mixed with these antibodies, the antigens attempt to find their match.

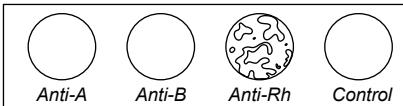
When you see the agglutination in your sample, you are witnessing the antigens and antibodies bonding together, thus making it visible what the blood type is.



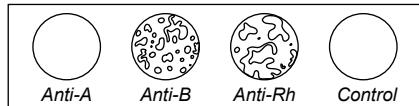
No agglutinates = type O-



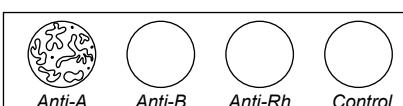
Only agglutinates in B = type B-



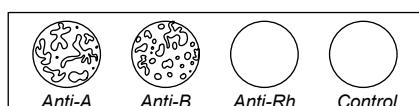
Only agglutinates in Rh = type O+



Agglutinates in B and Rh = type B+



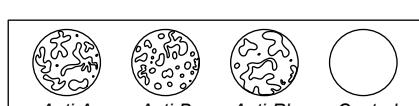
Only agglutinates in A = type A-



Agglutinates in A and B = type AB-

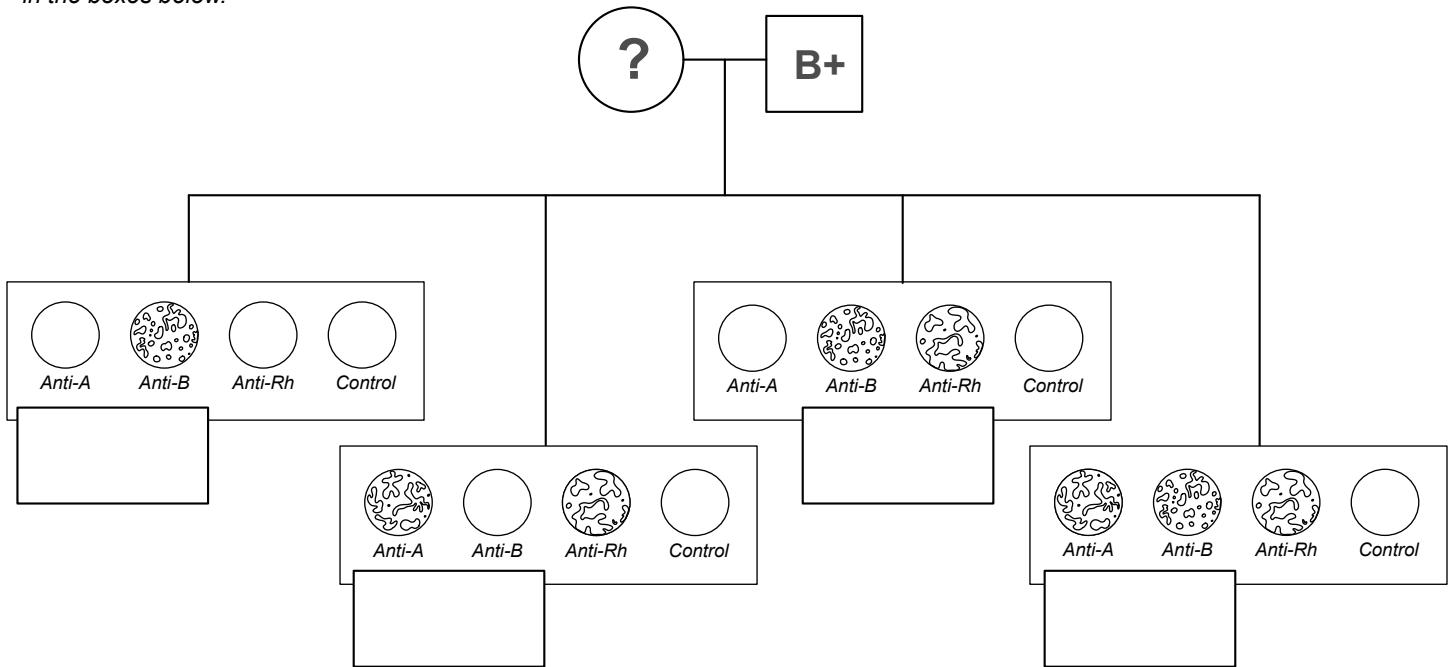


Agglutinates in A and Rh = type A+

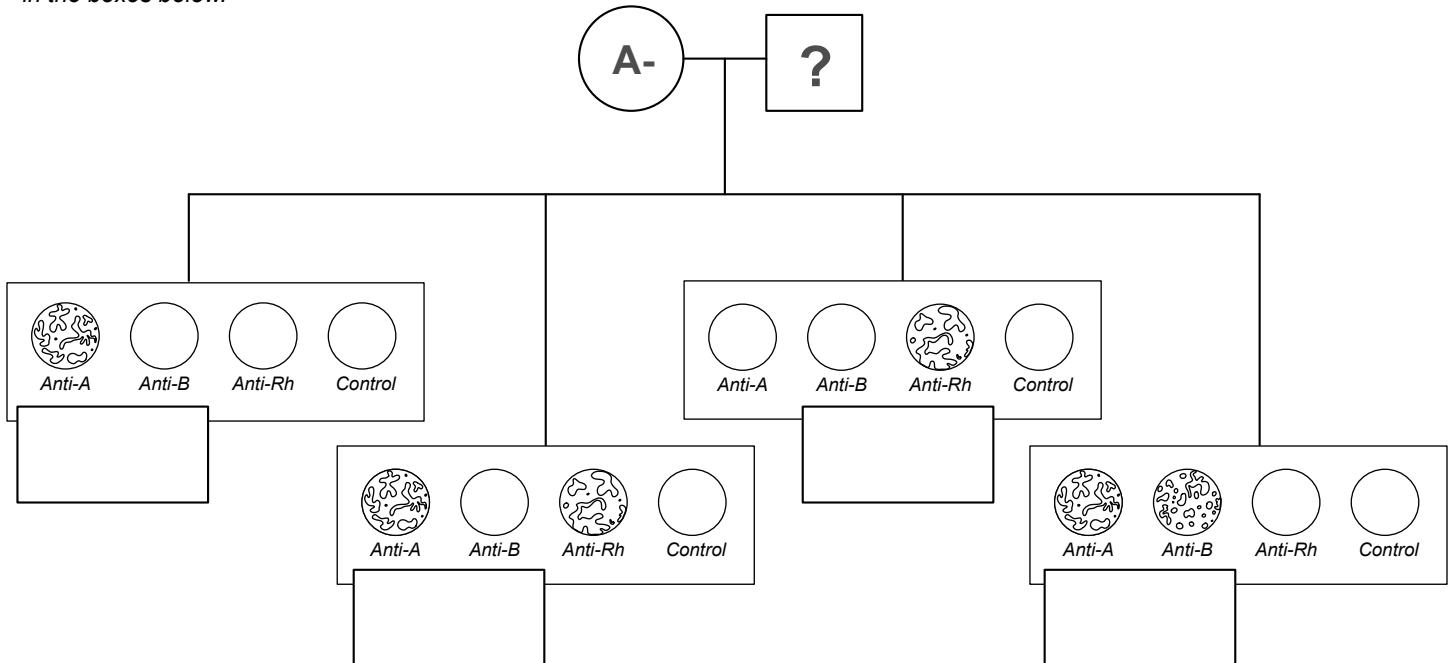


Agglutinates in A, B and Rh = type AB+

One of the parents in this family does not know their blood type. Is there enough information from the other individuals to determine what their blood type is? Can the genotype be determined as well? Record the blood types indicated by the cards for each offspring in the boxes below.



One of the parents in this family does not know their blood type. Is there enough information from the other individuals to determine what their blood type is? Can the genotype be determined as well? Record the blood types indicated by the cards for each offspring in the boxes below.



Complete a Punnett square of blood genotypes for each cross below. Then write a summary of what blood types you could expect in the offspring. Use language that would be understandable to a non-scientist.

AB+- × OO+-

AO--- × BO++

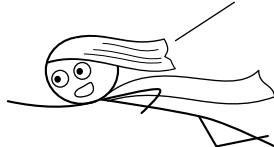
MUTATIONS

IN COMIC BOOKS

HOW DID YOU TURN
INTO A FLYING
SUPER HERO?



A MASSIVE BURST OF
RADIATION CHANGED MY DNA!



IN REAL LIFE

HOW DID YOU DIE?



A MASSIVE BURST OF
RADIATION CHANGED MY DNA!

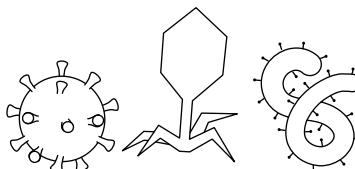
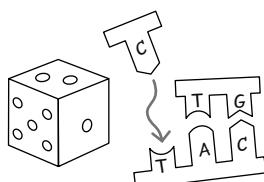
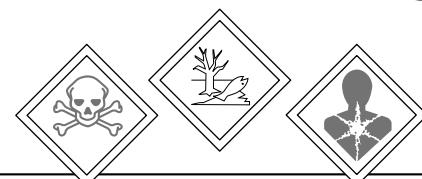
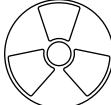
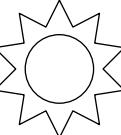


FILL IN THE BLANKS USING THESE WORDS:

growing replicates enzymes sequence

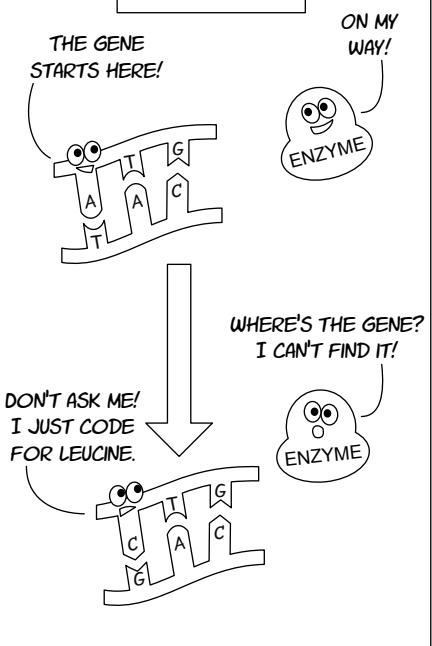
DNA replication is an essential part of living and _____. It is happening right now inside millions of cells in your own body! Every time a cell _____, DNA polymerase and other enzymes are there to duplicate the DNA. If something damages or breaks the DNA, repair enzymes are there to fix it. These _____ are incredibly accurate, but sometimes they make mistakes. When that mistake causes a change to the DNA _____, we call it a **mutation**.

CAUSES OF MUTATIONS

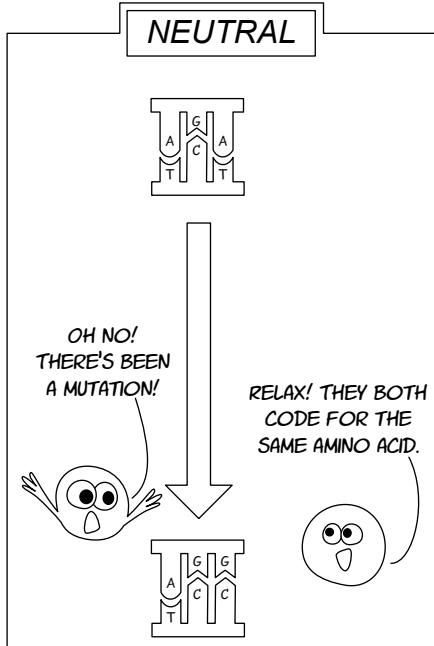


EFFECTS OF MUTATIONS

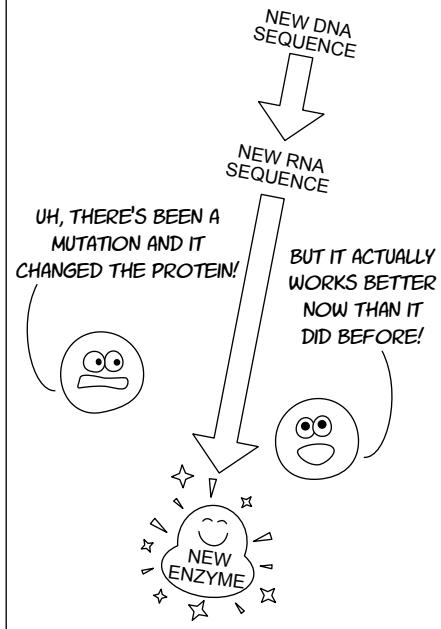
HARMFUL



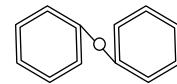
NEUTRAL



BENEFICIAL



Is the mutation that causes lactase persistence harmful, neutral, or beneficial? Support your answer with an example.



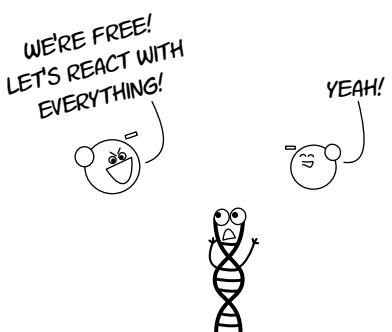
Lactose - the sugar in milk!
(galactose + glucose)



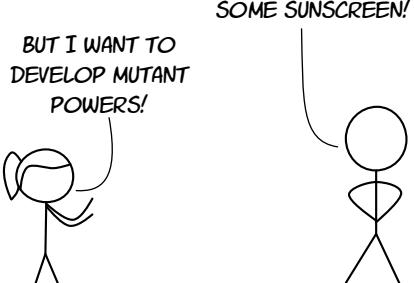
Lactase - the enzyme that can cut lactose in half

Are these FACT or FICTION? Write your verdict below each statement:

Hydrogen peroxide produces molecules called free radicals that damage DNA.



Getting a sunburn increases the number of mutations in your DNA.

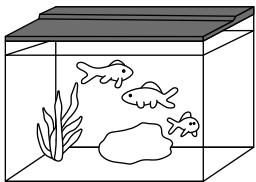


Some people have genes that let them smell chemicals in urine after someone has eaten asparagus.



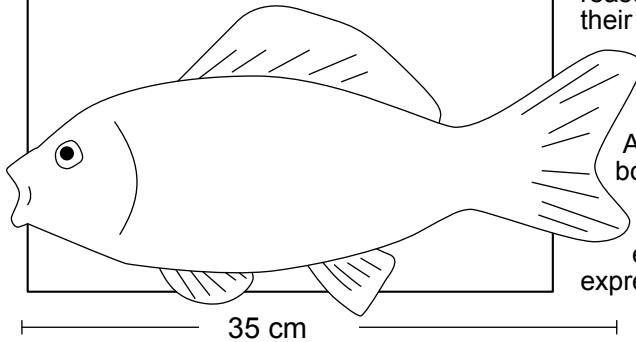
Nature & Nurture

Goldfish in a tank



3-5 cm long

Same goldfish species in Lake Tahoe



Several years ago, someone dumped a tank of goldfish into Lake Tahoe. They probably thought the goldfish would become food for another fish. But instead, the goldfish became an invasive species!

Goldfish in an average-size fish tank typically grow to be about 3-5 cm long. But the same goldfish in Lake Tahoe grow to be more than 10x bigger. The reason they grow so big is not because their genes have changed – they're still the same species of goldfish. They're big because their environment has changed.

All living organisms are affected by both their genetics and the conditions in their environment. In fact, environmental factors can even influence how genes are expressed!

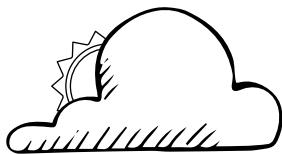
STANDARD FISH TANK

37 liters
(10 gallons)

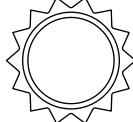
LAKE TAHOE

168 trillion liters!
(37 trillion gallons)

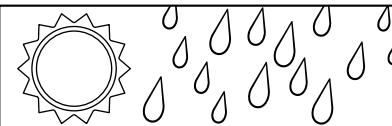
Three genetically identical dandelion seeds landed in three different environments. Match each plant to its environment. Then note one or two characteristics that gave clues to the match.



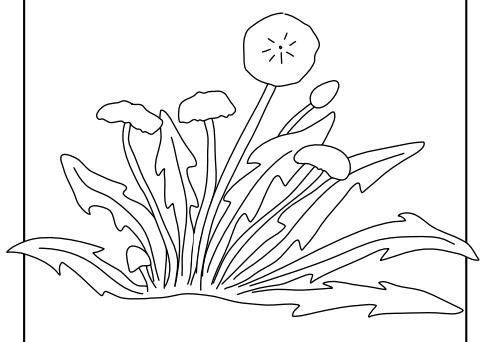
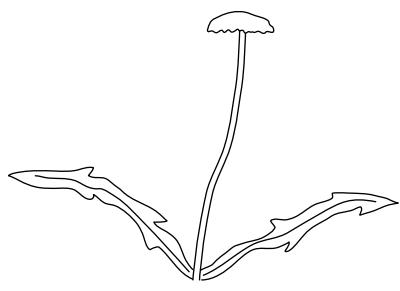
Shady and dry



Hot, sunny, and very dry

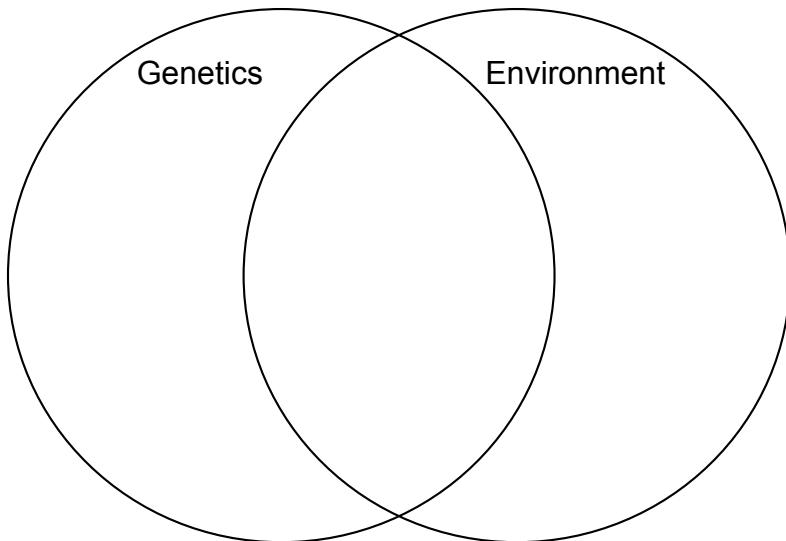


Sunny, wet, and humid



Write each attribute in the Venn diagram below to classify it as being primarily the result of genetics, environmental conditions, or both. There may not be a clear answer for every trait. Be able to justify your classifications.

eye color	dialect	blood type	intelligence
height	hearing	hair color	honesty



List five examples of how the growth of an organism can be influenced by its environment:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

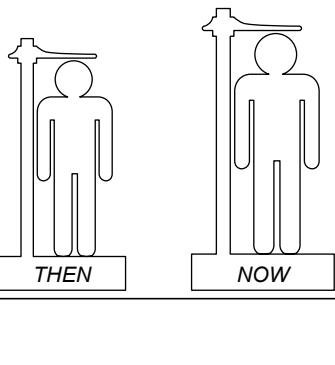
FILL IN THE BLANKS USING THESE WORDS:

dandelions epigenetics both genetic

The traits plants, animals, and other life forms have are often influenced by _____ their genetics and their environment. Genetic clones such as _____ can be almost unrecognizable when grown in drastically different environments. Some traits, like perfect pitch, need a combination of _____ factors and experience to develop the trait. And sometimes the environment can directly influence how genes are expressed! The study of how environmental conditions impact gene expression is called _____.

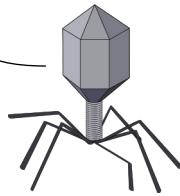
ARE THESE FACT OR FICTION? Write your verdict below each statement:

Over the last 150 years, the average height of humans in developed countries has increased by 20 cm! (7.8 inches)



Around 8% of your DNA isn't human – it's viral.

OUR TAKEOVER WILL BE COMPLETE BEFORE THE HUMANS EVEN NOTICE A THING!



Some people have two different sets of DNA.

ACCORDING TO THIS DNA TEST, YOU'RE NOT THE MOTHER.

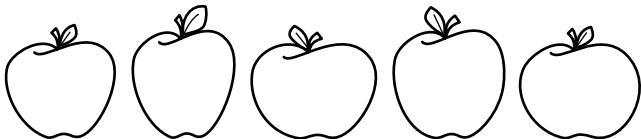
BUT THAT'S IMPOSSIBLE!



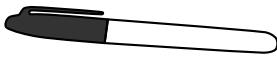
Hands-on Science Project

APPLE VARIETY TASTE TEST

MATERIALS:



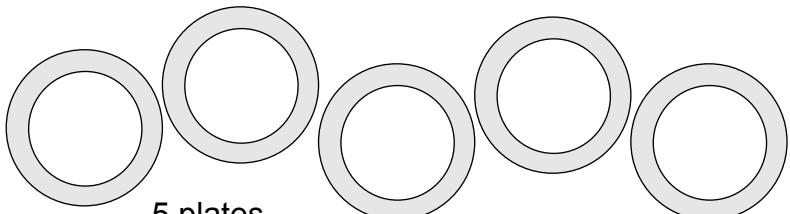
5 apples of different varieties



marker



knife



5 plates

Prepare the taste test

1. Go to the store and pick out 5 apples that are different varieties, including one Red Delicious. If possible, choose apples that have stickers or mark them in some way to differentiate which variety is which.

2. At home, use a marker or paper to label each plate with a letter: A,B,C,D,E. Place the sticker from each apple or a label with the name of each apple on the bottom of each plate to help keep track of which apple is which. Be sure the label with the apple variety is not visible to the person taste-testing the apples.

3. For the browning test, cut each apple in half. Place one half face-down on the plate for future taste testing. Cut a piece from the other half and leave it face up and exposed to the air. Then set a timer. Rate each apple variety for browning at 1, 5, 15, and 30 minutes. The taste test can proceed while the apples are being tested for browning.

4. For the taste test, locate volunteers to taste the apples. Cut additional slices from each apple and present the samples to each taste tester. Each apple sample should be identified by letter (A, B, C, D, and E) not by variety name. If possible, give each taste tester their own paper and have them rate all apples for tartness, sweetness, crispness, and overall flavor.

6. If multiple taste testers evaluated the apples, average their results and then record them on the next page.

For example, if apple A was very tart, B had no tartness at all, C was barely tart, D a little tart, and E was tart, then you would fill out your chart like this:

	A	B	C	D	E
Very tart	■				
Tart	■				■
A little tart				■	
Not tart	■	■	■		■



For BEST results

Remove the peel from the apple samples so taste testers don't have peel color as a clue about which variety is which!

The Red Delicious - Beautiful but bland

The Red Delicious apple was created in 1872 at an orchard in Iowa. It debuted as a sweet, round, red and yellow fruit named Hawkeye. When Stark Nurseries bought the rights to the apple in the 1890s, they changed the name to Stark Delicious and then later Red Delicious to match another Stark Nursery apple named Yellow Delicious. As the apple became more popular in grocery stores, growers increasingly selected genes for longer shelf life and appearance over flavor, which resulted in a less appetizing fruit. The selection of redder skin caused deselection of flavor because the genes that produced yellow stripes on the original fruit were on the same chromosomes as those of the flavor-producing compounds. Breeding for uniform appearance and shelf life resulted in a thicker skin. One hundred years later, in the 1980s, demand for the Red Delicious declined as other varieties of more flavorful apples entered the market.

TARTNESS
how sour the apple is

	A	B	C	D	E
Very tart					
Tart					
A little tart					
Not tart					

SUGAR CONTENT
how sweet the apple is

	A	B	C	D	E
Very sweet					
Sweet					
A little sweet					
Not sweet					

CRISPNESS
how crisp the apple is

	A	B	C	D	E
Very crisp					
Crisp					
A little crisp					
Not crisp					

OVERALL FLAVOR
the most subjective rating of all

	A	B	C	D	E
Delicious flavor					
Good flavor					
Okay flavor					
Poor flavor					

BROWNING

how quickly the apple turns brown after being cut

	A	B	C	D	E
Browning visible at 1 min					
Browning visible at 5 mins					
Browning visible at 15 mins					
Little to no browning visible at 30 min					

How did the Red Delicious variety compare to the others? Was it ranked below or above average?

DID YOU KNOW? Apples turn brown after being cut because of a reaction between oxygen in the air and enzymes in the apple called polyphenol oxidases. Applying vitamin C to apple slices (such as with lemon juice) will stop this reaction. But different apple varieties have different amounts of polyphenol enzymes. The Opal variety has such low levels, it's known as a "non-browning" apple.

X-linked traits

FILL IN THE BLANKS USING THESE WORDS:

more inherited chromosomes linked recombination

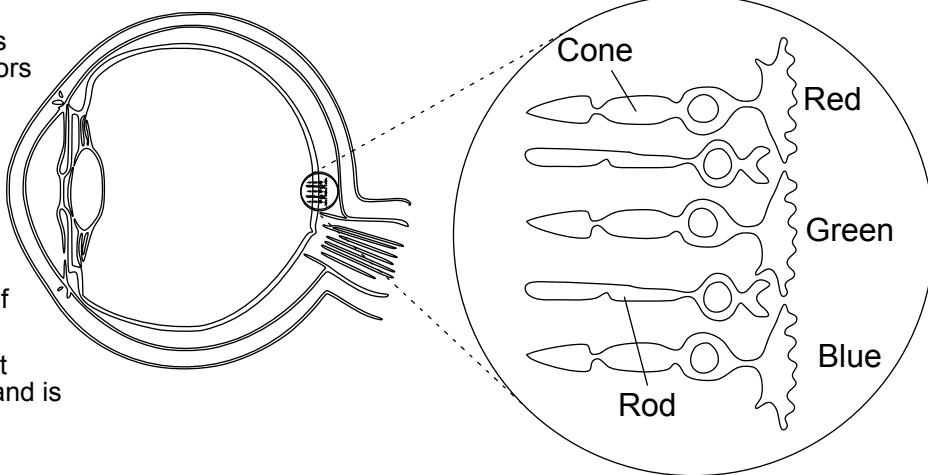
Genes located on different _____ are inherited independently. Genes that are further apart on the same chromosome are also _____ independently because of _____. But if genes are close together on a chromosome, there's a very good chance they'll be inherited together. We call them linked traits. There's one chromosome pair in particular where _____ traits are rather famous: that's pair 23. Genes on the X chromosome are called X-linked traits, and they are _____ likely to be expressed in men than in women.

Red-green colorblindness

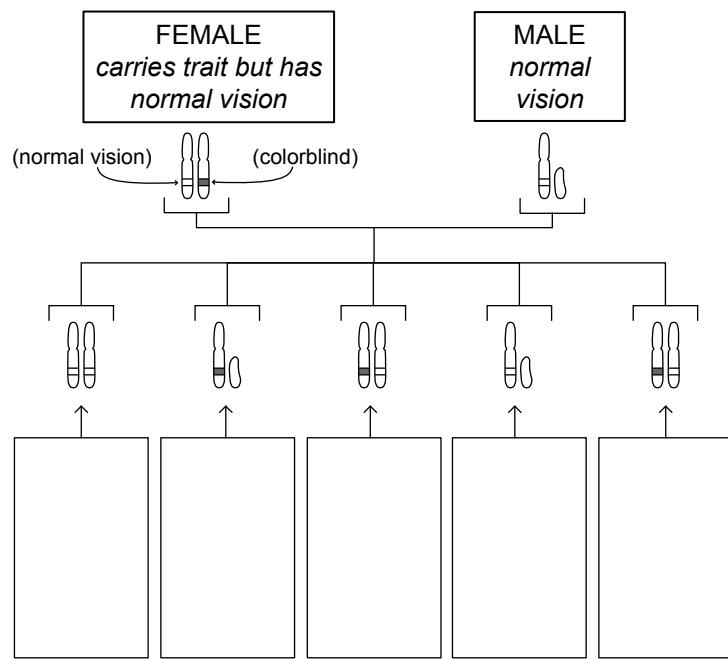
Human vision comes from specialized cells called rods and cones. These photoreceptors work by detecting specific wavelengths of light. The genes with the information to create the color-sensitive red and green cones are located on the X-chromosome.

In people of Northern European ancestry, red-green colorblindness, also called protanopia (no red cones) or deutanopia (no green cones), is present in about 8% of males and 0.6% of females.

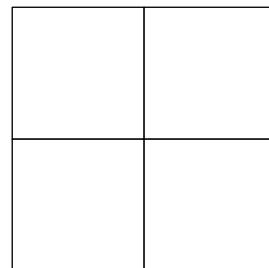
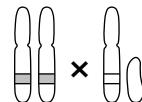
Tritanopia (no blue cones) is not x-linked. It arises from a mutation on chromosome 7 and is much rarer than red-green colorblindness.



Identify the biological sex and color vision status for each of the children below. Write "male" or "female" and either "WT" for wild type (normal vision) or "CB" for colorblind.



What proportion of the offspring will be colorblind from a colorblind mother and trichromat (normal vision) father?



About Calico Cats

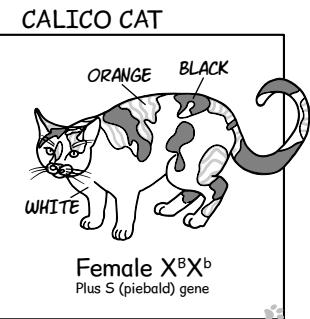
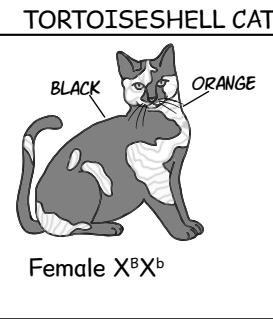
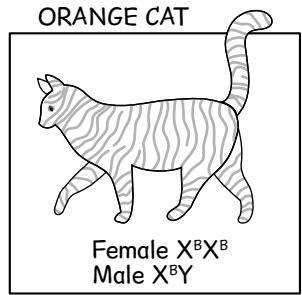
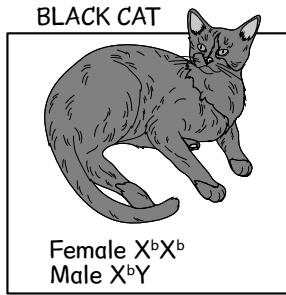
In cats, the genes that control orange or black fur color are on the X chromosome. Orange is dominant, and black is recessive. Because it can be difficult to distinguish between upper and lowercase versions of the letter "o," the alleles are typically represented by X^B (orange) and X^b (black).

In females with an XX genotype, early in development, one of the X chromosomes is inactivated and supercoiled into a dense structure known as a Barr body. None of its genes will ever be expressed!

The random inactivation of half of the X chromosomes early in development is called X-inactivation. As a result of this inactivation, some of the cells in XX females express genes from one chromosome while others express entirely different genes!

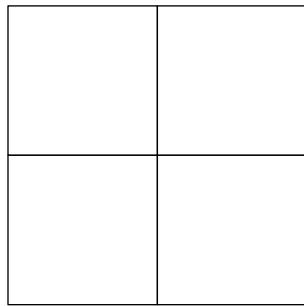
With calico cats, you can see where the Barr bodies formed because the black fur is from one X chromosome and the orange fur is from another. Calico cats are always female, except in the rare case of Klinefelter syndrome (XXY).

The white fur in a calico cat is caused by the recessive piebald gene, which is located on a different chromosome. It creates unpigmented (white) patches of fur.

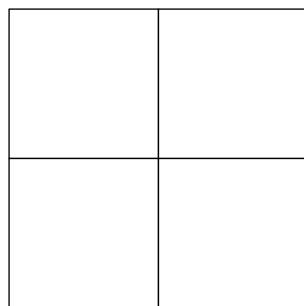


What will be the outcomes of the following crosses? Will any of them produce a calico cat?
All cats carry the piebald gene and have patches of white fur.

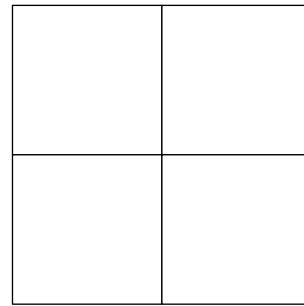
Black and white "tuxedo" male (X^bY) with an orange and white female (X^BX^B).



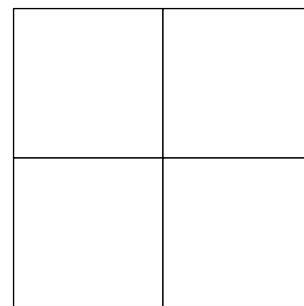
Orange and white male (X^BY) with a calico female (X^BX^b).



Black and white male (X^bY) with a calico female (X^BX^b).



Orange and white male (X^BY) with a black and white female (X^bX^b).



Genetically Modified Organisms

WHAT THEY ARE

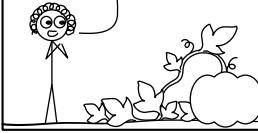
The genetics of organisms are changing all the time due to natural factors such as mutations and sexual reproduction. But these changes have a high degree of randomness. Genetically modified organisms, or GMOs, have had their genetic code changed in a more deliberate way. They have either had a specific piece of DNA inserted or removed from the genetic code.

Sometimes this piece of new DNA is from the same species. For example, a pumpkin could be genetically engineered to have another trait by taking the gene from a different breed of squash and inserting it into the pumpkin genome. This would be faster than achieving the same result through artificial selection or breeding.

More often, the piece of new DNA is from a different species, such as when human beings engineered bacteria to produce the protein insulin to treat diabetes.

Artificial Selection

YOU HAVE A PURPLE SQUASH! I WANT A GIANT PURPLE PUMPKIN!
HOW CAN I GET ONE?



IT'LL TAKE YEARS AND YEARS OF BREEDING.



Genetic Engineering

I WANT A GIANT PURPLE PUMPKIN. HOW CAN I MAKE ONE?

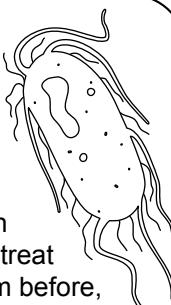


JUST PUT THIS GENE FOR PURPLE PIGMENT INTO SOME SEEDS.



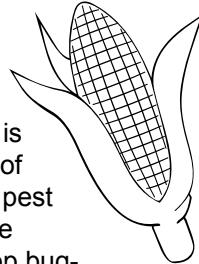
EXAMPLE 1: Insulin-producing bacteria

Insulin is a hormone that regulates the amount of glucose in the bloodstream. Someone with diabetes is unable to produce enough insulin. Before 1922, diabetes was a fatal illness. After the discovery of insulin, doctors used insulin from the pancreases of pigs or cattle to treat diabetes. This was an improvement from before, but it would sometimes cause allergic reactions because the insulin in humans is different from the insulin from pigs and cows. In 1978, the bacteria *E. coli* was modified by inserting the human gene for insulin into its DNA. When this bacteria reproduces, it transfers the insulin production gene to its millions of offspring. The insulin protein is then purified and used as medicine.



EXAMPLE 2: Bt corn

Bacillus thuringiensis (Bt) is a common bacteria that has natural insecticidal abilities. It makes a protein known as the **Bt toxin** which is poisonous to most insects. Because of this ability, Bt has been an important pest control tool for nearly a century. In the 1990s, scientists were able to develop bug-resistant plants by moving some of the genes from the bacteria into corn and cotton. Bt crops have been highly effective at combating pests such as European corn borer, rootworm, corn earworm, tobacco budworm, and bollworm. They are the predominant varieties planted in North America. But now the bugs are starting to develop resistance!



Benefits: _____

Drawbacks or concerns: _____

Alternatives: _____

Benefits: _____

Drawbacks or concerns: _____

Alternatives: _____

EXAMPLE 3: GURT or Terminator Seeds

Genetic use restriction technology (GURT), also known as terminator seeds or suicide seeds, involves a genetic switch that will be activated to produce a non-viable seed. Advocates of GURT technology say it would benefit farmers by reducing volunteer plants that come up from the previous year after crops have been rotated. Opponents of GURT technology say the only benefit is that a seed company would earn more money because farmers could not save seeds to plant again the following year. Higher food prices and the risk of the terminator gene impacting other populations of plants were of strong enough concern that the United Nations recommended a moratorium on the sale of terminator seeds. India and Brazil have both passed laws banning GURT technology.



EXAMPLE 4: Genetically Modified Mosquitos

The *Aedes aegypti* mosquito spreads diseases such as malaria, dengue fever, Zika, and chikungunya. But only female mosquitoes bite. They need a blood meal in order to produce eggs. Scientists developed genetically modified *A. aegypti* mosquitoes that had a **self-limiting gene**. This gene prevents female mosquitoes from growing to adulthood. The genetically modified mosquitoes also have a fluorescent marker gene that glows under a specific light so that they can be identified in the wild. These mosquitoes have been successfully used in Brazil and Panama to reduce the number of *A. aegypti* mosquitoes and the diseases they cause.



Benefits: _____

Drawbacks or concerns: _____

Alternatives: _____

Benefits: _____

Drawbacks or concerns: _____

Alternatives: _____

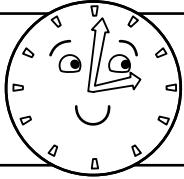
If you could design a genetically modified organism, what would you design and why?

THINK ABOUT IT: One of the biggest questions of the upcoming century is whether or not human beings should modify their own genetic code. Using CRISPR and gene therapy, it is possible to alter genes to make a person taller, smarter, or less susceptible to disease.

Should people experiment with this technology, or should genetic modification to human beings be restricted? What do you think?

SALT is not an O!
It has no Gs to M!





Quiz Time!

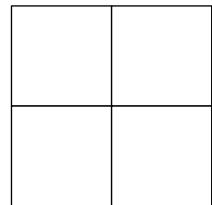
ANSWER THE QUESTIONS TO
SEE WHAT YOU LEARNED
ABOUT GENETICS!

- 1 Which individuals will have identical or near-identical genes?
- siblings
 - Identical twins
 - Fraternal twins
 - Parents and their offspring
- 2 How many pairs of chromosomes does the human genome have?
- 23
 - 46
 - 15
 - 52
- 3 A strand of DNA reads 'GATACTACT'. The complementary (paired) strand reads
- CTATGATGA
 - CATAGTAGT
 - ADGCTDCT
- 4 How does RNA differ from DNA?
- RNA contains deoxyribose, and DNA contains ribose.
 - RNA contains uracil, and DNA contains thymine.
 - RNA is double stranded, and DNA is single stranded.
- 5 Is it possible for a man and a woman, each with Type A blood, to have a child that is Type O?
- Yes, if the man is heterozygous
 - Yes, if the woman is heterozygous
 - Yes, if both parents are heterozygous
 - No, it is impossible
- 6 In cells, long pieces of DNA are wrapped up with proteins to form
- microtubules
 - RNA
 - nuclei
 - chromosomes
- 7 DNA is made up of which repeating subunits?
- RNA
 - nucleotides
 - genes
 - bases
- 8 The sequence of DNA in the skin cells of your hand is significantly different in sequence from the DNA in your heart cells.
- True
 - False
- 9 Down Syndrome results from
- an extra copy of chromosome 21
 - a missing copy of chromosome 21
 - a specific gene mutation
 - changes to DNA that occur after birth
- 10 Who are more likely to suffer from X-linked diseases and why?
- females, because they have two X-chromosomes and are therefore more likely to inherit one with a disease
 - males, because they have only one X-chromosome and it, alone, determines whether they have the disease.
 - females, because one of their X-chromosomes is deactivated
 - males, because the Y-chromosome already carries the gene for the disease.
- 11 Crossing over or recombination takes place during_____.
- meiosis
 - mitosis
 - segregation
 - linkage
- 12 A sequence of 3 consecutive nucleotides that codes for a specific amino acid or signals the start or termination of gene is called a(n)
- gene
 - allele
 - codon
 - gamete
- 13 Two parents have 8 kids, and all 8 kids have different phenotypes for their blood type. Their blood types are A+, A-, B+, B-, AB+, AB-, O+, and O-.
What genotypes do the parents have for blood type?

14) Can two orange cats produce a calico kitten? Why or why not?

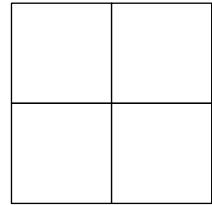
15) If the mother carries the allele for red-green colorblindness and the father has normal vision, what proportion of their offspring will be colorblind?

- A. Half the males, all the females
- B. Half the males, none of the females
- C. All the males, half the females
- D. All the males, none of the females
- E. None of the males, none of the females



16) If the father has red-green colorblindness and the mother has normal vision and is not a carrier, what proportion of the offspring will be colorblind?

- A. Half the males, all the females
- B. Half the males, none of the females
- C. All the males, half the females
- D. All the males, none of the females
- E. None of the males, none of the females



17) True or false: in a living organism, mutations are always occurring.

- A. True
- B. False

18) Lactase persistence is an example of a _____ mutation.

- A. beneficial
- B. neutral
- C. harmful

19) If the parents are A+ and B+ and are both heterozygous for both alleles, what are the chances of their child having the universal donor blood type of O-?

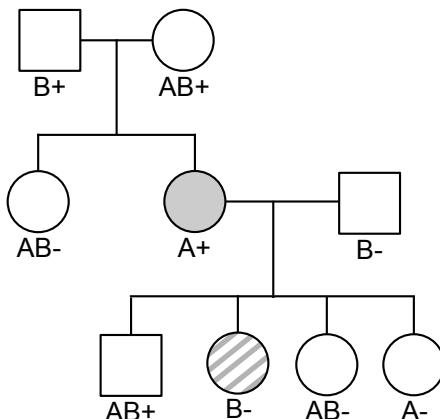
- A. 1/2
- B. 1/4
- C. 1/8
- D. 1/16
- E. 1/32

20) What is the genotype of the shaded individual in the pedigree?

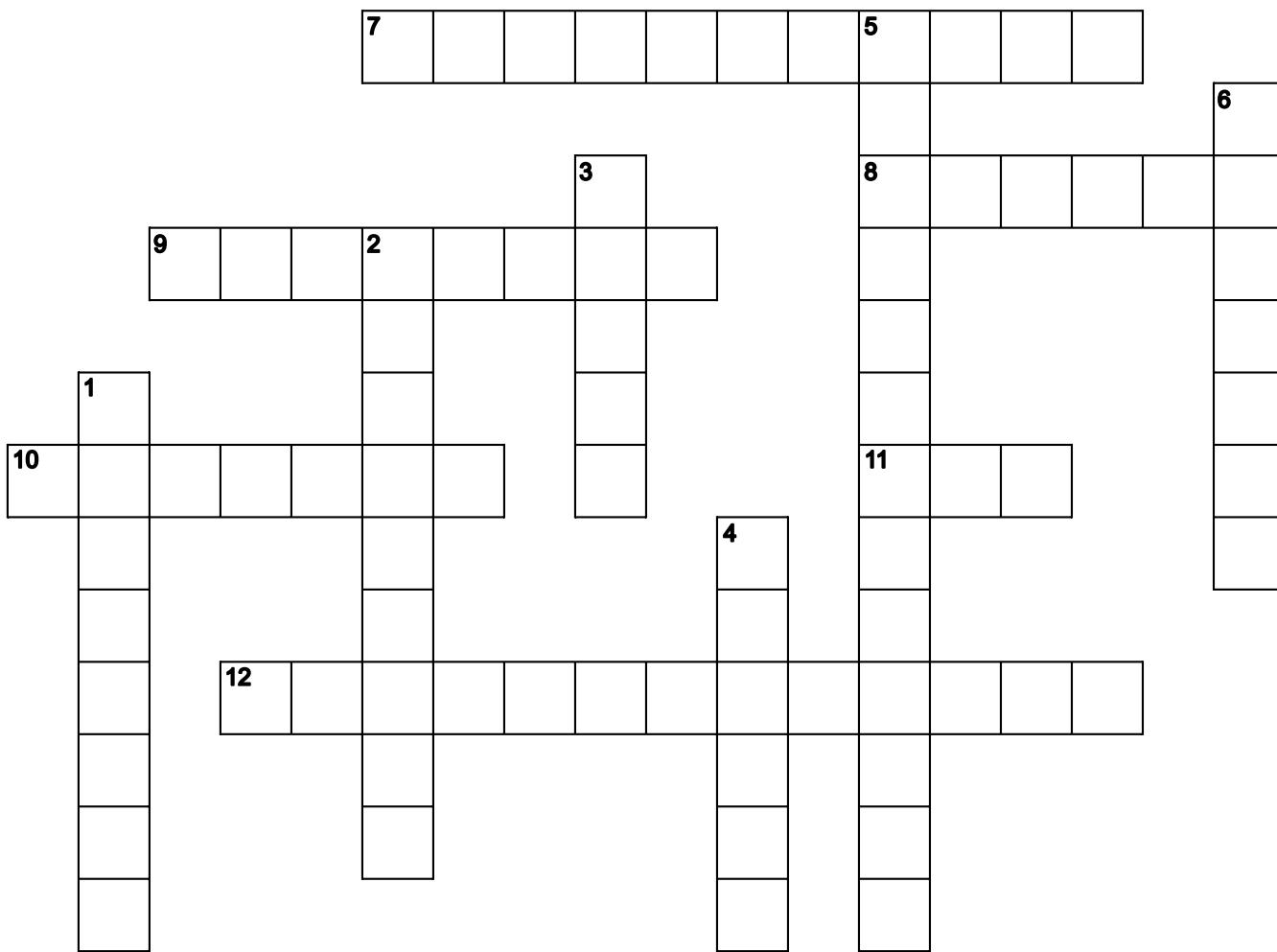
- A. AO+-
- B. AO++
- C. AA++
- D. AA+-

21) What is the genotype of the striped individual in the pedigree?

- A. BO+-
- B. BO--
- C. BB+-
- D. BB--



Genetics Crossword Puzzle



VERTICAL Words

1. A cell organelle where protein synthesis occurs
2. A type of molecule that combines to form proteins
3. A sequence of three nucleotides
4. The complete set of genes or genetic material present in a cell or organism
5. The process of making an RNA copy of a DNA sequence
6. The process of creating haploid cells containing half of the genetic information

HORIZONTAL Words

7. The process of converting messenger RNA to a sequence of amino acids
8. A version of a gene inherited from a parent
9. When the sequence of a gene changes
10. A protein that provides structural support to a chromosome
11. Ribonucleic acid
12. The rearrangement of genetic material by crossing over in chromosomes

DNA MAZE

Collect all the building blocks of DNA to escape the maze. Start at the star and work your way through the maze to escape in the upper right corner. You can only pass through a lock if you have the corresponding key . Keep an eye out for overpasses and underpasses!

