

“Lesson Title” | OSEU 2: Identity & Resiliency

“Lesson Title” | OSEU 7: Way of Life & Development

<p>Compelling Question</p>	<p>Unit Compelling Question: What does it mean to be human? Lesson Compelling Question: Where do I go from here? OSEU: Identity and Resiliency OSEU: Way of Life and Development</p>	
<p>Standards and Practices</p>	<p>2.1 Demonstrate knowledge of the Oceti Sakowin people’s understanding of the interrelationship of spiritual, social, and emotional health. 2.3 Recognize that there is a continuum of tribal identity, ranging from assimilated to traditional lifestyle, that includes each unique or individual member within the Oceti Sakowin. 7.2 Examine and describe actions taken by Oceti Sakowin individuals and communities to bring about social change. 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. MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information while sexual reproduction results in offspring with genetic variation. MS-LS4-4 Construct an explanation based on evidence that describes how genetic variation of traits in a population increases some individuals’ probability of survival and reproduction.</p>	
<p>Staging the Question</p>	<p>We cannot control our genetic make-up but we can control our behaviors. How do environmental factors affect DNA? What control do we have in our daily lives to ensure that we become the healthiest physically, emotionally, socially, and spiritually?</p>	
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>
<p>How is DNA affected by environmental factors?</p>	<p>What choices do I make that affect my wellness?</p>	<p>How can I be the best me?</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>How can environmental factors change DNA? Provide examples of how environmental factors can affect DNA What are agents called that damage DNA? Have students fill out a graphic organizer that lists different kinds of environmental factors and events and</p>	<p>Case studies of sun exposure damage, X rays pesticides, asbestos, and food additives affecting DNA. Discuss how activities such as smoking and unhealthy eating habits can also alter the ways genes are expressed, which changes a person’s traits. Reiterate how environmental</p>	<p>Each student will write a plan of action highlighting positive behaviors and choices that will help to limit potential harmful affects from environmental factors. Wellness Wheel goals will be included with follow-up conferences to check on the status of their goals Discuss movements within the community with the purpose of</p>

describes the changes they cause.	factors affect DNA	improving health for Oceti Sakowin. Students should reflect on the roles in their lives, how they learned them, and how those roles can be used to the good of the community.
Featured Sources	Featured Sources	Featured Sources
http://www.wolakotaproject.org/oseu-two-janelle-williams-this-is-who-we-are/ https://www.youtube.com/watch?v=z_wibgNGe4aY DNA basics	https://www.pearsonrealize.com/community/program/bf73cedf-0847-39d6-b148-6f7b92117c87/8/resources eText video on environmental factors affecting DNA	http://www.wolakotaproject.org/oseu-seven-role-community-ricky-gray-grass/
Summative Performance Task	Argument	Students will create a DNA model to demonstrate the structure and sequence of DNA material. (pg 197 Focus on Mastery) How do the pipe cleaners and beads relate to the structure of DNA? How do the pipe cleaners and beads relate to the function of DNA? Have students label the model parts.
	Extension	Students will demonstrate DNA replication through the processes of transcription and translation with a sketch. This is a very complex process for middle school students to grasp so online simulations and videos from the curriculum will be used as supplemental, supportive material.
Taking Informed Action	Community health professionals including counseling, diabetes prevention, and elders among others could be invited into the classroom to discuss services available. Students could also interview professionals from within their families or the community to discuss traditional roles as well as the evolution of roles with the passing of time.	