

“Lesson Title” | OSEU 2: Identity & Resiliency

<p>Compelling Question</p>	<p>Unit Compelling Question: What does it mean to be human? Lesson Compelling Question: What makes me, me? OSEU: Identity and Resiliency</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. 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>Why am I different for everyone else? Why might I not look like my parents or my siblings? Students will be reminded of the opening photo activity and it will be revealed that this variation is because of sexual reproduction.</p>	
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>
<p>How is genetic material passed down through sexual reproduction?</p>	<p>How did traits get passed down in my family?</p>	<p>Aside from genetic material, what else makes me, me? (Physical, emotional, social, and spiritual components to our individual identities)</p>
<p>Formative Performance Task</p>	<p>Formative Performance Task</p>	<p>Formative Performance Task</p>
<p>Students will demonstrate crossing over in meiosis with a hands-on lab. Students will use pipe cleaners and play-doh to show the arrangement and placement of chromosomes in the various stages of cell division.</p>	<p>Using sample pedigrees, students will determine the genotype and phenotype of various family members. Upon mastery, students will fill in the missing genotypes and phenotypes of certain individuals.</p>	<p>Investigate case studies of identical twins who have the same genetic make-up but remain very different people. How do family, culture, environment, place, and history affect the people we are? How do family, culture, environment, place, and history affect the people we become? What is a continuum? What are some examples of how tribal identity is a continuum? Why is this important to individuals’ unique identities?</p>

Featured Sources		Featured Sources	Featured Sources
https://www.youtube.com/watch?v=Wuk0W10EveU Pedigree Basics		https://www.cusd80.com/cms/lib/AZ01001175/Centricity/Domain/2192/Pedigree%20Worksheet.pdf Pedigree Worksheets	http://www.wolakotaproject.org/oseu-two-no-generic-indian-lydia-whirlwind-soldier/
Summative Performance Task	Argument	Students will select a trait and demonstrate how it is passed down through generations. Students will create a pedigree charting how traits are passed down through generations.	
	Extension	Students can create pedigrees for their families. Often families do not follow a basic structure so a discussion of how pedigrees can branch to include all family even if they are not genetically related.	
Taking Informed Action		Students will research a disease or condition that is passed down genetically that is affecting their community. Students will make a plan of action for behaviors that can decrease their chances of the disease affecting their lives or their family members.	