Unit 3 Honors TBTs

All textbook times should include at least **2 full page** of notes (more if needed) and all of the questions must be answered.

1. 11-1-11.4 (pg 262 of your textbook)
* Read pages 262-280
* Take Cornell notes as you read
* Answer MC questions 1-10 and Understanding Concepts 11-21 on page 283

 2. 14.2 (pg 349 of your textbook)

* Read pages 349-353
* Take Cornell notes
* Answer questions 1-4 on page 353
1. 13.1-13.4 (page 318 of your textbook)
* Read pages 318-333 of your textbook.
* Take Cornell Notes
* Answer questions 1-10 MC and 11-24 Understanding Concepts on page 337

Unit 3 Midway Reflection

1. What biological concepts did the “make a baby” activity help you understand? Do you think people should be allowed to choose the traits of their offspring (“designer babies” where you can pick eye color, hair color, etc)? Explain why or why not.
2. Write out and explain Mendel’s two laws. Use these laws to explain how you have 50% change of getting any particular characteristic from each of your parents and 25% chance of getting a trait from one of your grandparents.

Unit 3 Final Reflection

1. Explain what a bacterial transformation is. Draw the three plates that we used in the lab. For EACH plate explain:
2. What the set up was (LB/Amp +, etc).
3. What the results should be for each plate.
4. What each plate shows (how it helps us draw conclusions)!
5. Discuss how genetic engineering can be a benefit for society. Give at least **two** real life, specific examples of how genetic engineering directly affects society. Talk about any possible negative affects that biotechnology can have on society.
6. Draw a gel with DNA bands. Include 5 suspects and a crime scene. Make the crime scene match with suspect 4. Label the positive and negative ends of the gel. Label the longest piece of DNA with an “A” and the shortest piece of DNA with a “B”.
7. Explain the role of the restriction enzymes in this lab. Other than crime scene DNA matching what other applications does DNA Gel Electrophoresis have?