Cell Cycle Learning Objectives Checklist and Self-Assessment

The learning objectives for this unit are below. Use this as a checklist to measure your level of understanding as we work through each lesson, activity or lab investigation. If you're confident you understand an objective, mark "confident." If you're still a little unsure and need more help with the objective, mark "unsure." If you continue to guess at what the objective means, mark "guess." If you have more U's and G's, schedule a tutoring time with me and let's convert those U's and G's to C's.

Learning Objectives These are the learning targets we will cover during this unit of study. Use them to guide you through everything we learn during this unit.	I learned this objective 1-using a video podcast 2-from my textbook 3-from in-class discussion 4-from a lab -from a peer -another way (describe)	Confident	Unsure	Guess
3.7 I can make predictions about natural phenomena occurring during the cell cycle. [See SP 6.4]				
3.8 I can describe the events that occur in the cell cycle. [See SP 1.2]				
3.9 I am able to construct an explanation, using visual representations or narratives, as to how DNA in chromosomes is transmitted to the next generation via mitosis, or meiosis followed by fertilization. [See SP 6.2]				
3.10 I am able to represent the connection between meiosis and increased genetic diversity necessary for evolution. [See SP 7.1]				
3.11 I am able to evaluate evidence provided by data sets to support the claim that heritable information is passed from one generation to another generation through mitosis, or meiosis followed by fertilization. [See SP 5.3]				
3.24 I am able to predict how a change in genotype, when expressed as a phenotype, provides a variation that can be subject to natural selection. [See SP 6.4, 7.2]				

3.25 The student can create a visual representation to illustrate how changes in a DNA nucleotide sequence can result in a change in the polypeptide produced. [See SP 1.1]		
3.26 The student is able to explain the connection between genetic variations in organisms and phenotypic variations in populations. [See SP 7.2]		
3.27 The student is able to compare and contrast processes by which genetic variation is produced and maintained in organisms from multiple domains. [See SP 7.2]		
3.28 The student is able to construct an explanation of the multiple processes that increase variation within a population. [See SP 6.2]		