

Name: _____ Date: _____ Period: _____

Observing Human Traits Lab



Background: Physical traits are observable characteristics that are determined by genes. Genes are specific segments of DNA located on chromosomes that code for a particular trait. Most genes have two or more variations called alleles. Some alleles are dominant over other alleles and dominant alleles will be expressed (an organism's phenotype or physical appearance) over recessive alleles. Recessive alleles may be present in an organism but expression is masked in the presence of a dominant allele for the same gene. Recessive traits are only expressed when there are two recessive alleles present in the genotype (DNA code).

Keep in mind that it's not always quite this simple. There are other factors that influence trait expression, and most traits have several genes that influence them. This is an introduction to dominant and recessive traits. Let's get started!

Directions: Circle the phenotype you have for each of the following traits.

Personal Traits		
Trait	Phenotype	Phenotype
Handedness	Right-handed	Left-handed
Earlobes	Attached	Unattached
Tongue rolling	Yes	No
Widow's peak	Yes	No
Chin	Pointed chin	Smooth chin
Hairline	Widow's peak	Straight hairline
Bent little finger	Yes	No
Mid-digital hair	Yes	No
Eye dominance	Right-eye dominant	Left-eye dominant
Double jointed fingers	Yes	No
Hitchhiker's thumb	Yes	No
Hand clasping	Right thumb on top	Left thumb on top
Arm folding	Right arm on top	Left arm on top
Long second toe	Yes	No

Observing Human Traits Lab Page 2 Answers

**Ian C. Mackenzie, Christopher A.
Squier, Erik Dabelsteen**



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Prentice Hall Science Anthea Maton, Jill D. Wright, Jean Hopkins, Susan Johnson, David Lahart, Maryanna Quon Warner, 1994 Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and

concerned parents *Dog Behaviour, Evolution, and Cognition* Ádám Miklósi, 2015 This is the first book to collate and synthesize the recent burgeoning primary research literature on dog behaviour evolution and cognition The author presents a new ecological approach to the understanding of dog behaviour demonstrating how dogs can be the subject of rigorous and productive scientific study without the need to confine them to a laboratory environment This second fully updated edition of *Dog Behaviour Evolution and Cognition* starts with an overview of the conceptual and methodological issues associated with the study of the dog followed by a brief description of their role in human society An evolutionary perspective is then introduced with a summary of current research into the process of domestication The central part of the book is devoted to issues relating to the cognitive aspects of behaviour which have received particular attention in recent years from both psychologists and ethologists The book's final chapters introduce the reader to many novel approaches to dog behaviour set in the context of behavioural development and genetics This second edition recognises and discusses the fact that dogs are increasingly being used as model organisms for studying aspects of human biology such as genetic diseases and ageing Specific attention is also given in this edition to attachment behaviour which emerges between humans and dogs the importance of inter specific communication in the success of dogs in human communities and the broad aspects of social cognition and how this may contribute to human dog cooperation Directions for future research are highlighted throughout the text which also incorporates links to human and primate research by drawing on homologies and analogies in both evolution and behaviour The book will therefore be of relevance and use to anyone with an interest in behavioural ecology including graduate students of animal behaviour and cognition as well as a more general audience of dog enthusiasts biologists psychologists veterinarians and sociologists

Comparative Pathology Bulletin ,1969 **Biology** Eric Strauss, Marylin Lisowski, 2000 **Glencoe Science** ,2002 The Software Encyclopedia ,1988 **Author Index to Psychological Index, 1894 to 1935, and Psychological Abstracts, 1927 to 1958** Columbia University. Psychology Library, 1960 **Science News-letter** ,1960 *Author Index to Psychological Index ... and Psychological Abstracts ...* ,1960 Agronomy Abstracts ,1987 Includes abstracts of the annual meetings of the American Society of Agronomy Soil Science Society of America Crop Science Society of America of its Agronomic Education Division **Oral Mucosal Diseases** Ian C. Mackenzie, Christopher A. Squier, Erik Dabelsteen, 1987 **School Library Journal** ,1998 **The Journal of NIH Research** ,1992 *Science Annual* ,1988 Current Index to Journals in Education ,1975 *The Vocational-technical Library Collection* Bruce Reinhart, 1970 *Resources in Education* ,1990

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