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| Teacher: Y. Abrams | Course: AP Biology | Period(s): 2 | Week of: / Dates: 8/28-9/1 |
| Unit Title: Evolution | |  |  |
| State Standards: AP College Board Big Idea 1 | |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | EK 1.A.1  LO. 1.2 | Evaluate evidence provided by data to qualitatively and/or quantitatively investigate the role of natural selection in evolution. | | Warm-up question (10 min.)  Vocabulary quiz (10 min.)  Finish skin color case study (15 min.)  1.A.1 discussion/notes (30 min.)  Start “Wooly worms and a case for natural selection” lab (20 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Use knowledge of evolution to answer a real world question: Why do humans have different skin colors?  Model natural selection.  HW: Read 23.4 and take notes | | Warm-up response rubric  Informal assessment during discussion by questioning and student summaries  Multiple choice quiz | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  HHMI Biointeractives | N/A |
| **Tuesday** | EK 1.A.1  LO. 1.2 | Evaluate evidence provided by data to qualitatively and/or quantitatively investigate the role of natural selection in evolution. | | Warm-up question (10 min.)  Reading quiz (20 min.)  Finish natural selection lab (20 min)  1.A.1 discussion/notes/selection graphs (35 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Model natural selection.  Interpret selection graphs.  HW: Read 23.1 and 23.2 and take notes | | Warm-up response rubric  Informal assessment during discussion by questioning and student summaries  Multiple choice and free response quiz | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets | N/A |
| **Wednesday** | EK 1.A.1  LO. 1.1, 1.3 | Convert a data set from a table of numbers that reflect a change in the genetic makeup of a population over time and to apply mathematical methods and conceptual understandings to investigate the cause(s) and effects(s) of this change. Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future. | | Warm-up question (10 min.)  Reading quiz (20 min.)  1.A.1 discussion/notes (25 min.)  Practice solving Hardy-Weinberg problems (30 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Solve Hardy-Weinberg problems. | | Warm-up response rubric  Informal assessment during discussion by questioning and student summaries  Students will demonstrate how to solve Hardy-Weinberg problems on the Smartboard.  Multiple choice and free response quiz | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets | N/A |
| **Thursday** | EK 1.A.1  LO. 1.1, 1.3 | Convert a data set from a table of numbers that reflect a change in the genetic makeup of a population over time and to apply mathematical methods and conceptual understandings to investigate the cause(s) and effects(s) of this change. Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future. | | Warm-up question (10 min.)  Vocabulary quiz (15 min.)  AP Lab 19: Population Genetics and Evolution (50 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Use Excel spreadsheets to predict and graph allele frequencies in a population.  HW: Read 23.3 and take notes | | Warm-up response rubric  Multiple choice quiz | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets  Computer | N/A |
| **Friday** | EK 1.A.1  LO. 1.1, 1.3 | Convert a data set from a table of numbers that reflect a change in the genetic makeup of a population over time and to apply mathematical methods and conceptual understandings to investigate the cause(s) and effects(s) of this change. Apply mathematical methods to data from a real or simulated population to predict what will happen to the population in the future. | | Warm-up question (10 min.)  Reading quiz (20 min.)  Finish lab (20 min.)  1.A.1 discussion/notes (35 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Use Excel spreadsheets to predict and graph allele frequencies in a population. | | Warm-up response rubric  Multiple choice and free response quiz  Informal assessment during discussion by questioning and student summaries | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets  Computer | N/A |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.