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| Teacher: Y. Abrams | Course: AP Biology | Period(s): 2 | Week of: / Dates: 9/11 – 9/15 |
| 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. | | NO SCHOOL | |  | |  | |  |  | 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. | | NO SCHOOL | |  | |  | |  |  | N/A |
| **Wednesday** | EK 1.A.1  1.A.2  1.A.3  LO. 1.4, 1.5 | Evaluate data-based evidence that describes evolutionary changes in the genetic makeup of a population over time. Connect evolutionary changes in a population over time to a change in the environment. | | Warm-up question (10 min.)  Vocabulary quiz (15 min.)  Reading quiz (20 min.)  1.A.1 – 3 notes (40 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Make connections between evolutionary change and environmental change. | | 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 | N/A |
| **Thursday** | EK 1.A.1  1.A.2  1.A.3  LO. 1.4, 1.5 | Evaluate data-based evidence that describes evolutionary changes in the genetic makeup of a population over time. Connect evolutionary changes in a population over time to a change in the environment. | | Warm-up question (10 min.)  Peppered moth simulation activity (75 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Use laptops to analyze peppered moth data.  HW: Read 22.3 and take notes | | Warm-up response rubric  Simulation results | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets  Computer | N/A |
| **Friday** | EK 1.A.4  LO. 1.9. 1.12 | Evaluate evidence provided by data from many scientific discipline that support biological evolution.  Connect scientific evidence from many scientific disciplines to support the modern concept of evolution. | | Warm-up question (10 min.)  Reading quiz (20 min.)  1.A.4 discussion/notes (25 min.)  Evidence of evolution activity (30 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Use evidence to support argument for evolution. | | Warm-up response rubric  Multiple choice and free response quiz  Informal assessment during discussion by questioning and student summaries  Activity results | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets | N/A |

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