|  |  |  |  |
| --- | --- | --- | --- |
| 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 |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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.1LO. 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.1LO. 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.11.A.21.A.3LO. 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 rubricInformal assessment during discussion by questioning and student summariesMultiple choice and free response quiz | Individual practiceWhole group | AP Biology textbookPowerpoint presentation | N/A |
| **Thursday** | EK 1.A.11.A.21.A.3LO. 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 rubricSimulation results | Individual practiceWhole group | AP Biology textbookPowerpoint presentationWorksheetsComputer | N/A |
| **Friday** | EK 1.A.4LO. 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 rubricMultiple choice and free response quizInformal assessment during discussion by questioning and student summariesActivity results | Individual practiceWhole group | AP Biology textbookPowerpoint presentationWorksheets | N/A |

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