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| Teacher: Y. Abrams | Course: AP Biology | Period(s): 2 | Week of: / Dates: 9/18 – 9/22 |
| 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.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.)  1.A.4 notes (25 min.)  Evidence of evolution activities (50 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Examine evidence of evolution.  HW: Read pages 109-110, 241, 339-340 | | Warm-up response rubric  Informal assessment during discussion by questioning and student summaries  Written results of evidence activity. | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Handouts | N/A |
| **Tuesday** | EK 1.B.1  LO. 1.14, LO 1.16 | Pose scientific questions that correctly identify essential properties of shared, core life processes that provide insights into the history of the Earth. Justify the scientific claim that organisms share many conserved core processes and features that evolved and are widely distributed among organisms today. | | Warm-up question (10 min.)  Reading quiz (15 min.)  1.B.1 notes (30 min.)  Practice essay (30 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Justify conserved processes and features.  HW: Read 26.1 and 26.3 | | Warm-up response rubric  Informal assessment during discussion by questioning and student summaries  Multiple choice and free response quiz  Essay rubric | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation | N/A |
| **Wednesday** | EK 1.B.2  LO 1.18, 1.19 | Evaluate evidence provided by a data set in conjunction with a phylogenetic tree or a simple cladogram to determine evolutionary history and speciation. Create a phylogenetic tree or simple cladogram that correctly represents evolutionary history and speciation from a provided data set. | | Warm-up question (10 min.)  Reading quiz (15 min.)  1.B.2 notes (20 min.)  Reading and creating phylogenetic trees (40 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Practice reading and making phylogenetic trees.  HW: complete pre-lab questions | | 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.B.2  LO 1.18, 1.19 | Evaluate evidence provided by a data set in conjunction with a phylogenetic tree or a simple cladogram to determine evolutionary history and speciation. Create a phylogenetic tree or simple cladogram that correctly represents evolutionary history and speciation from a provided data set. | | Warm-up question (10 min.)  Research presentations (15 min.)  BLAST lab (60 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Present synopsis of assigned research.  Use laptops to analyze data and construct phylogenetic trees. | | Warm-up response rubric  Presentation/research rubric  Results of BLAST lab. | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets  Computer | N/A |
| **Friday** | EK 1.B.2  LO 1.18, 1.19 | Evaluate evidence provided by a data set in conjunction with a phylogenetic tree or a simple cladogram to determine evolutionary history and speciation. Create a phylogenetic tree or simple cladogram that correctly represents evolutionary history and speciation from a provided data set. | | Warm-up question (10 min.)  Vocabulary quiz (15 min.)  Finish BLAST lab (60 min.)  Exit slip (5 min.) | | Warm-up question response applying class content.  Use laptops to analyze data and construct phylogenetic trees. | | Warm-up response rubric  Multiple choice and free response quiz  Informal assessment during discussion by questioning and student summaries  Results of BLAST lab. | | Individual practice  Whole group | AP Biology textbook  Powerpoint presentation  Worksheets  COW | N/A |

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