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| Teacher: Y. Abrams | Course: AP Biology  | Period(s): 2 | Week of: / Dates: 9/25 – 9/29 |
| 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.B.2LO 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.)Finish BLAST lab (75 min.)Exit slip (5 min.) | Warm-up question response applying class content.Analyze data in order to create a phylogenetic tree.HW: Read 24.1 and 24.4 | Warm-up response rubricInformal assessment during discussion by questioning and student summariesLab results.Multiple choice and free response test. | Individual practice | AP Biology textbookHandoutsCOW | N/A |
| **Tuesday** | EK 1.C.2LO. 1.23, LO 1.24 | Justify the selection of data that address questions related to reproductive isolation and speciation. Describe speciation in an isolated population and connect it to change in gene frequency, change in environment, natural selection and/or genetic drift. | Warm-up question (10 min.)Reading quiz (15 min.)1. C.1 notes (30 min.)POGIL speciation activity (30 min.)Exit slip (5 min.) | Warm-up question response applying class content.Use data to classify various types of reproductive isolation.HW: Read 24.2 | Warm-up response rubricInformal assessment during discussion by questioning and student summariesMultiple choice and free response quizMultiple choice and free response test. | Individual practiceWhole group | AP Biology textbookPowerpoint presentationHandouts | N/A |
| **Wednesday** | EK 1.C.3LO 1.25, 1.26 | Describe a model that represents evolution within a population.Evaluate given data sets that illustrate evolution as an ongoing process. | Warm-up question (10 min.)Reading quiz (15 min.)1. C.3 notes (20 min.)Viruses and evolution reading/questions (40 min.)Exit slip (5 min.) | Warm-up question response applying class content.Justify the idea that emerging viruses exemplify evolution.HW: Read 25.4Evolution unit test Monday | Warm-up response rubricInformal assessment during discussion by questioning and student summariesMultiple choice and free response quizEssay rubricMultiple choice and free response test. | Individual practiceWhole group | AP Biology textbookPowerpoint presentationHandouts | N/A |
| **Thursday** | EK 1C.1LO 1.20 | Analyze data related to questions of speciation and extinction throughout Earth’s history. | Warm-up question (10 min.)Reading quiz (15 min.)1.C.1 notes (35 min.)Bozeman video/note guide (25 min.)Exit slip (5 min.) | Warm-up question response applying class content.Examine data of the relationship between speciation and extinction.Evolution unit test Monday | Warm-up response rubricInformal assessment during discussion by questioning and student summariesMultiple choice and free response test. | Individual practiceWhole group | AP Biology textbookPowerpoint presentationWorksheets | N/A |
| **Friday** | Big Idea 1 | Demonstrate an understanding that the process of evolution drives the diversity and unit of life. | Warm-up question (10 min.)Vocabulary quiz (15 min.)Test review activities (60 min.)Exit slip (5 min.) | Warm-up question response applying class content.Complete several review activities.Evolution unit test Monday | Warm-up response rubricMultiple choice and free response quizInformal assessment during discussion by questioning and student summariesMultiple choice and free response test. | 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.