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| ***StandardsSB4.b.Analyze and interpret data to develop models (i.e., cladograms and phylogenetic trees) based on patterns of common ancestry and the theory of evolution to determine relationships among major groups of organisms.***  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | | |
|  | **Pre-Teaching**  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | **Activation of Learning**  *(5 min)* | **Focused Instruction**  *(10 min)*  ***\*I DO*** | **Guided Instruction**  *(10 min)*  ***\*WE DO*** | **Collaborative**  **Learning**  *(10 min)*  ***\*Y’ALL DO*** | **Independent Learning**  *(10 min)*  ***\*YOU DO*** | **Closing**  *(5 min)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples | * Call/Response * Probing Questions * Graphic Organizer * Digital Whiteboard | * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Mon Day 09/22/2025** | LT: I can explain Darwin’s and Wallace’s contributions to evolutionary theory. SC1: I can summarize Darwin’s observations from the HMS Beagle. SC2: I can explain how these observations influenced On the Origin of Species. | Quick Write: “What factors influence survival of species?” | Mini-lecture w/ timeline graphic organizer on Darwin & Wallace (Think-Aloud strategy). | Whole-class analysis of Darwin’s finches images; annotate beak shapes and hypothesize survival advantage. | Jigsaw Strategy: Groups read short excerpts on Darwin’s voyage, finches, and Wallace, then teach peers. | Exit Slip: One similarity & one difference between Darwin’s and Wallace’s ideas. | Think-Pair-Share: “Why was Darwin hesitant to publish his work?” |
| **Tues day**  **09/23/2025** | LT: I can describe the steps of natural selection. SC1: I can identify variation, overproduction, competition, and survival. SC2: I can explain how adaptations increase fitness. | Anticipation Guide: Agree/disagree with statements about “survival of the fittest.” | Teacher models natural selection using a simulation demo (peppered moth example). | Students work in pairs with teacher support to map natural selection stages from demo. | Concept Sort: Groups categorize examples into variation, competition, adaptation, etc. | Practice questions: Short scenarios, identify step of natural selection. | Gallery Walk Reflection: Students share 1 big takeaway on sticky notes. |
| **Wednes day**  **09/24/2025** | LT: I can analyze different types of evidence supporting evolution. SC1: I can give examples of fossil, anatomical, and molecular evidence. SC2: I can explain how multiple lines of evidence strengthen evolutionary theory. | Display fossil-to-modern whale images; Prediction Prompt: “What does this suggest?” | Teacher explains fossil record, comparative anatomy, embryology, DNA evidence with visuals. | Guided practice: class completes a compare/contrast chart on homologous vs. analogous vs. vestigial. | Reciprocal Teaching: Groups rotate roles (summarizer, questioner, clarifier, predictor) while analyzing evidence sets. | Independent reading + Cornell Notes on biogeography examples. | 3-2-1 Strategy: 3 new things, 2 connections, 1 lingering question. |
| **Thurs day**  **9/25/2025** | LT: I can explain genetic drift, gene flow, mutation, and sexual selection. SC1: I can model how populations change due to these mechanisms. SC2: I can compare natural selection to other mechanisms. | Think Aloud Scenario: “What happens to a population if a disaster wipes out most members?” | Teacher models with coin-flip simulation of genetic drift & explains mechanisms. | Students conduct guided mini-simulation (colored bead population). Teacher questions for probing. | Socratic Seminar: “Which mechanism—drift, flow, mutation, or selection—most strongly drives evolution?” | Independent practice: Students answer constructed-response comparing two mechanisms. | Turn & Talk: “Which mechanism would most affect a small island population?” |
| **Friday**  **09/26/202** | LT: I can explain how new species form and identify major patterns of evolution. SC1: I can distinguish between allopatric and sympatric speciation. SC2: I can identify examples of convergent, divergent, and coevolution. | Hook Video: Galápagos finches adaptive radiation. | Teacher explains reproductive isolation types with visuals & real-world examples. | Guided practice: Students classify scenarios as allopatric/sympatric & patterns (convergent/divergent). | Debate Activity: “Gradualism vs. punctuated equilibrium – which better explains fossil record?” | Quiz practice: short constructed-response questions on speciation & patterns. | Exit Ticket: Students write 1 analogy for convergent or divergent evolution. |