ARC Week at Glance

Topic: Biodiversity Review Course: Biology Grade(s): 10-12 Dates: 9/9/24-9/13/24

	Learning Target (I am learning about…)	Criteria for Success (I can…)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			*(Include at least one/two formatives*in any part of the lesson as needed)*		
Monday	I am learning about analyzing and interpreting data to explain patterns in biodiversity that result from speciation.	I can analyze and interpret data to explain patterns in biodiversity that result from speciation	Do Now (What Microevolution? Provide an example) The teacher will conduct a mini lesson Biodiversity. The teacher will also revisit rituals, routines, and expectations.	The teacher will facilitate as students complete the Choice Board Activities (Choice Board Activities are attached) Students may choose to work collaboratively or alone.	Students will complete assigned Choice Board activities (Also includes Literacy tasks), and before the end of class complete a Learning Log stating one of the 3 key points: □ What have they learned today? □ What did they find most interesting in what they have learned? □ What questions do you still have about what you have learned today?

Tuesday	I am learning about analyzing and interpreting data to explain patterns in biodiversity that result from speciation.	I can analyze and interpret data to explain patterns in biodiversity that result from speciation	Do Now: What is macro-evolution? Provide an Example Teacher goes over Learning Target and Succes Criteria and begins lesson for today (Micro and Macro evolution)	The teacher will instruct students on completing Nearpod Lesson on Micro- and Macro-Evolution	Students will complete Nearpod lesson on Micro- and Macro-Evolution Students will continue work on KIM, or Unit 1 Study Guide KIM is also a literacy task
Wednesday	I am learning about Unit 1 Summative Task – Resistance Mock Trial	I can … • Prepare for my role in the mock trial • Work with my mock trial team to prepare mock trial documents • Explain antibiotic and/or pesticide resistance	Do Now: What is allopatric and sympatric speciation? Provide an example. The teacher will conduct a mini lesson on claims. Intro to Mock Trial	Mock Trial Teams working to prepare for mock trial on antibiotic resistance and pesticide resistance: Witnesses, Prosecution, Defense Teams will work to prepare documents needed for Trials	Students will continue work on KIM, or Unit 1 Study Guide KIM is also a literacy task

Thursday	I am learning about Unit 1 Summative Task – Resistance Mock Trial	I can … • Prepare for my role in the mock trial • Work with my mock trial team to prepare mock trial documents • Explain antibiotic and/or pesticide resistance	Do Now: What is a claim? Provide an example. The teacher will conduct a mini lesson on evidence. Mock Trial Expectations & Check in	Mock Trial Teams working to prepare for mock trial on antibiotic resistance and pesticide resistance: Witnesses, Prosecution, Defense Teams will work to prepare documents needed for Trials	Students will continue work on KIM, or Unit 1 Study Guide KIM is also a literacy task
Friday	I am learning about Unit 1 Summative Task – Resistance Mock Trial	I can … • Prepare for my role in the mock trial • Work with my mock trial team to prepare mock trial documents • Explain antibiotic and/or pesticide resistance	Do Now: What is evidence? Provide an example.	Mock Trial Prep continues after test is submitted	Unit 1 Summative Test Students will turn in work on KIM, and Unit 1 Study Guide KIM is also a literacy task

**Please highlight your literacy tasks, your major grades and your minor grades. I suggest color coding.