Westside High School - Weekly Plan to Align Lessons (Week at a Glance) - 2025-26

Teacher: M.Prasanna Rao **Subject: Science** **Course: Biology** **Grade: 9 & 10** **Date(s): August 18th to August 22nd**

Standards : SB6.e. Develop a model to explain the role natural selection plays in causing biological resistance (e.g., pesticides, antibiotic resistance, and influenza vaccines).

Assessment: ☐ **Quiz** ☐ **Unit Test** ☐ **Project** ☐ **Lab** ☐ **None**

	Pre-Teaching Learning Target Success Criteria 1 Success Criteria 2	**Activation of Learning** *(5 min)* • Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	**Focused Instruction** *(10 min)* ***I DO*** • Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples	**Guided Instruction** *(10 min)* ***WE DO*** • Call/Response • Probing Questions • Graphic Organizer • Digital Whiteboard	**Collaborative Learning** *(10 min)* ***Y'ALL DO*** • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals	**Independent Learning** *(10 min)* ***YOU DO*** • Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	**Closing** *(5 min)* • Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Mon Day 08/18/2025	I am learning how antibiotic resistance develops in bacterial populations. I can explain how mutations can lead to antibiotic resistance.	Quick write: "Why do some bacteria survive antibiotic treatment?"	Case study on Antibiotic resistance	Class discussion analyzing antibiotic resistance graphs.	Small group activity: tracing resistance in a bacterial population model.	Write a short paragraph explaining how antibiotic resistance evolves.	Exit ticket: one example of mutation leading to resistance.
Tues day 08/19/2025	I am learning how human actions contribute to antibiotic resistance I can identify factors that accelerate resistance (e.g., misuse of antibiotics).	Think/Pair/Share: "When is it okay to stop taking antibiotics?"	Teacher models cause-and-effect chart of human activities vs. resistance.	Guided creation of a graphic organizer linking actions to outcomes.	Debate: "Should antibiotics be prescription-only worldwide?"	Individual response: one action I can take to reduce resistance.	3-2-1 Reflection (3 facts, 2 questions, 1 action).

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Wednesday 08/20/2025	🎯 I am learning what genetic drift is and how it changes populations ✅ I can define and distinguish genetic drift from natural selection.	Poll: "Which is more powerful—luck or adaptation?"	Direct instruction with visuals of genetic drift examples.	Class analysis of case studies (cheetah bottleneck, island populations).	Pairs create diagrams of bottleneck and founder effect scenarios.	Practice problems predicting allele frequency changes due to drift.	Exit ticket: Compare drift vs. selection in 2 sentences.
Thursday 8/21/2025	🎯 I am learning how environmental events can influence genetic variation. ✅ I can explain how random events cause loss of genetic diversity.	I can predict outcomes of drift in small vs. large populations.	Notice/Wonder with population simulation graph.	Teacher models Hardy-Weinberg equation review for drift impact.	Guided run-through of online drift simulation.	Groups run simulations and record allele frequency data.	Analyze simulation results and write conclusion.
Friday 08/22/202	🎯 I am reviewing and applying my knowledge of antibiotic resistance and genetic drift.. ✅ I can connect genetic drift and anti biotic resistance to environmental change .	I can answer quiz questions applying both concepts.	Take weekly quiz on both topics.	Take weekly quiz on both topics.	Take weekly quiz on both topics.	Take weekly quiz on both topics.	Take weekly quiz on both topics.