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| ***Standards:*** SB6.a. Construct an explanation of how new understandings of Earth’s history, the emergence of new species from pre-existing species, and our understanding of genetics have influenced our understanding of biology. b. Analyze and interpret data to explain patterns in biodiversity that result from speciation. c. Construct an argument using valid and reliable sources to support the claim that evidence from comparative morphology (analogous vs. homologous structures), embryology, biochemistry (protein sequence) and genetics support the theory that all living organisms are related by way of common descent **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
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| **Mon Day 08/25/2025** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I I am learning how new species form through speciation. I c I can explain the role of geographic isolation in speciation. | **“What might cause one species to split into two?”** | ***Introduction to Speciation* Teacher uses visuals (Darwin’s finches, Kaibab squirrels) to model speciation.** |

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| **Think/Pair/Share: Students classify real-world examples as sympatric or allopatric.** |

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 | **Jigsaw: Groups become experts on case studies of speciation and present findings.** | **Graphic organizer: Compare/contrast chart (sympatric vs. allopatric)** | **Exit Ticket:** Write one real-world example of each type of speciation. |
| **Tues day****08/26/2025** |  I am learning to identify and describe major patterns of evolution. I can define convergent, divergent, and coevolution. | Concept Sort: Classify example cards into “same/different pattern.” | ***Patterns of Evolution***Direct instruction with diagrams and short video clip. | Reciprocal Teaching: Students lead small-group discussions on examples. | Teams analyze novel examples and argue which evolutionary pattern they fit. | Written explanation: Justify classification of a new example using evidence. | 3-2-1 Reflection: 3 patterns, 2 examples, 1 question. |
| **Wednes day****08/27/2025** |  : I am learning how extinction events influence adaptive radiation. : I can analyze fossil evidence of adaptive radiation. | Image Prompt: Fossil record from Cambrian explosion → students predict what happened. | ***Adaptive Radiation*** ***& Extinction*** Adaptive radiation, extinction events, biodiversity shifts. | Teacher-guided Cause-and-Effect chart (Event → Extinction → Adaptive Radiation). | Expert Groups: Each group researches one extinction event and presents outcomes. | Written analysis: “How might human activity lead to future adaptive radiations?” | Think/Pair/Share: Predict which organisms might radiate after a modern extinction. |
| **Thurs day****8/28/2025** |  **: I am learning to interpret and construct cladograms.** I can identify common ancestry on a cladogram. | Vocabulary Review: clade, node, common ancestor. | ***Cladograms & Phylogenetic Trees***Teacher models how to read cladograms (vertebrate example). | Guided practice: Interpreting a primate cladogram as a class. | Create Visuals: Groups construct cladograms from a given trait data set. | Independent practice: Build a mini cladogram with insect traits. | Exit Slip: One sentence on how cladograms show evolutionary relationships. |
|  **Friday****08/29/202** |  : I am learning how human actions affect biodiversity I can analyze threats to biodiversity.. | Anticipation Guide: Agree/Disagree on biodiversity statements. | **Human Impact on Biodiversity & Review**Teacher models human impact (habitat loss, climate change, invasive species). | Socratic Seminar: Students discuss “Should humans actively preserve biodiversity?” | Structured Debate: Groups argue for or against conservation strategies. | Reflective essay: “Which conservation strategy is most effective and why?” | Exit Ticket: Write one personal action to support biodiversity. |