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| ***7***  ***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 |
| **Tues day**  **09/2/2025** | I can explain how the fossil record provides evidence for evolution I can describe how fossils demonstrate patterns of change in species over time. | **Quick Write – “What do fossils tell us about life on Earth?”** | **teacher models how scientists use fossils to infer evolutionary relationships.** | **students classify fossil examples (transitional, extinct, modern comparisons)** | **groups research a specific fossil (ex: Tiktaalik, Archaeopteryx, trilobites) and present significance.** | **students annotate a short passage on fossil evidence and highlight key points.** | Exit Ticket – “What is one strength and one limitation of the fossil record? |
| **Wednes day**  **09/03/2025** | I can analyze how environmental limitations influence natural selection and survival of species. I can identify examples of limiting factors in ecosystems. | **Agree/Disagree: “Environmental factors always determine survival.”** | **teacher demonstrates predator-prey or drought scenario and explains selection pressures.** | **students read a short case study (e.g., Darwin’s finches or peppered moths) and rotate roles (summarizer, predictor, questioner, clarifier)** | **groups model population survival under different limiting factors (food shortage, climate change, disease** | **students choose one: write a short essay, create a diagram, or develop a claim-evidence-reasoning paragraph on environmental limitation** | **3 limiting factors, 2 examples of adaptations, 1 unanswered question** |
| **Thurs day**  **9/04/2025** | I can explain how the fossil record provides evidence for evolution I can describe how fossils demonstrate patterns of change in species over time. | **Quick Write – “What do fossils tell us about life on Earth?”** | **teacher models how scientists use fossils to infer evolutionary relationships.** | **students classify fossil examples (transitional, extinct, modern comparisons)** | **groups research a specific fossil (ex: Tiktaalik, Archaeopteryx, trilobites) and present significance.** | **students annotate a short passage on fossil evidence and highlight key points.** | Exit Ticket – “What is one strength and one limitation of the fossil record? |
| **Friday**  **09/05/202** | : I am learning how human actions affect biodiversity I can analyze threats to biodiversity.  . | **Test on Unit-1** | **Test on Unit-1** | **Test on Unit-1** | **Test on Unit-1** | **Test on Unit-1** | **Test on Unit-1** |