**Teacher Name: Owazany Subject: Biology 1A Start Date(s): 1/6/2019 Level(s): 9/10**

**Building: HAHS End Dates(s): 1/10/2020**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1/6 |  Students will define and describe the theory of evolution. Will analyze evidence which supports the theory of evolution. Students will investigate examples of evidence which supports the theory of evolution and explain how the evidences can be interpreted.  |  | Natural selection and Selection (directional. Stabilizing, disruptive) graphs Worksheets.Read in text book chapter 16 work on review questions. | WIS | NotebooksFoldersPacketsPencils | Formative-teacher observation, Summative – Student Self-Assessment-  |
| 1/7 |  Students will define and describe the theory of evolution. Will analyze evidence which supports the theory of evolution. Students will investigate examples of evidence which supports the theory of evolution and explain how the evidences can be interpreted.  |  | Geological Time Scales worksheets  | IWS | NotebooksFoldersPacketsPencils | Formative-teacher observation, Summative – Student Self-Assessment-  |
| 1/8 | All Students will identify mutations which resulted in advantageous adaption. |  | Inner fish/monkey video and worksheet | IWS | NotebooksFoldersPacketsPencils | Formative-teacher observation, Summative –Student Self-Assessment-  | Design a species activity | WSI | Activity sheetPenniesArt supplies | Formative-teacher observation, Summative-Student Self-Assessment-  |
| 1/9 | All students will recognize and identify examples to distinguish between genetic drift, founder effect, and migration. |  | Chapter 15 ad 17 vocabulary reviewEvolution PPTGene Pools, Genetic Drift, and Speciation Worksheets. | WIS | NotebooksFoldersPacketsPencils | Formative-teacher observation, Summative-Student Self-Assessment- |
| 1/10 | All students will evaluate 3 mechanisms of evolution leading to the development of new species. |  | CDT | WIS | NotebooksFoldersPacketsPencils | Formative-teacher observation, Summative-Student Self-Assessment- |