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| **Grade Level** 7th | **Teacher/Room**: Miller Week of: 11/04/13 |
| **Unit Vocabulary: Evolution Natural Selection**  |
| **Instructional Strategies Used:**  |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**S7L3. Students will recognize how biological traits are passed on to successive generations.** **a. Explain the role of genes and chromosomes in the process of inheriting a specific trait.**  | **Common Core Standard(s)**:**S7CS9. Students will investigate the features of the process of scientific inquiry.** **Students will apply the following to inquiry learning practices:** **a. Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing competing theories.** | **Common Core Standard(s)**: S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring. a. Explain that physical characteristics of organisms have changed over successive generations (e.g. Darwin’s finches and peppered moths of Manchester) | **Common Core Standard(s)**: **S7CS9. Students will investigate the features of the process of scientific inquiry.** **Students will apply the following to inquiry learning practices:** **a. Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing competing theories.** | **Common Core Standard(s)**: S7L5. Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring. a. Explain that physical characteristics of organisms have changed over successive generations (e.g. Darwin’s finches and peppered moths of Manchester) |
| **EQ Question:**How are traits passed on? | **EQ Question:**Why do I do research? | **EQ Question:**Who is Charles Darwin? | **EQ Question:**Why do I do research? | **EQ Question:**What did Darwin Do? |
| **Mini Lesson:** Take up Study GuideTest over Genetics and Cell CycleNotebooks DueVocab Page 172 (7 terms) | **Mini Lesson:** Computer Lab Research over 1 AnimalZoo Atlanta Website | **Mini Lesson:** Chapter 6 Section 1 Page 172-175DarwinGalapagos- <http://video.nationalgeographic.com/video/places/parks-and-nature-places/oceans/oceans-galapagos/>Intro to Darwin<http://www.youtube.com/watch?v=cNunCF8IEfQ> | **Mini Lesson:** Library Book ResearchResearch a second animal | **Mini Lesson:** Finish Section 1Khan Academy : <http://www.youtube.com/watch?v=GcjgWov7mTM> |
| **Differentiation:***Differentiation for Test* | **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment* | **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment* | **Differentiation:** | **Differentiation:** |
| **Assessment :***Post Test* | **Assessment:***Formative assessed Punnett squares* | **Assessment:***Pre-Test:**Post-Test:**Formative:**Summative:**Performance Based:* | **Assessment:** | **Assessment:** |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  None | **Homework:**None |

Resources and Reflective Notes: