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| **Grade Level** 7th | | | **Teacher/Room**: Miller Week of: 11/11/13 | | |
| **Unit Vocabulary: Genes, Traits, Dominant, Recessive, Allele** | | | | | |
| **Instructional Strategies Used:** | | | | | |
| **Day 1** | **Day 2** | **Day 3** | | **Day 4** | **Day 5** |
| **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)**:  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)**:  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)**:  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)**:  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:**  What did Darwin Do? | **EQ Question:**  What is Natural Selection? | **EQ Question:**  What is needed for the science fair | | **EQ Question:**  What am I going to see at the zoo? | **EQ Question:**  How is natural selection related to evolution? |
| **Mini Lesson:**  Khan Academy : <http://www.youtube.com/watch?v=GcjgWov7mTM>  Evolution Demonstration  With work sheet | **Mini Lesson:**  Natural Selection Worksheets  Video: http://franklinscience.weebly.com/natural-selection.html  Guided Reading (Darwin’s Theory) | **Mini Lesson:**  Science Fair Work: Go over what is all due and how to get these things ready for triboards | | **Mini Lesson:**  Create Zoo Research Packets | **Mini Lesson:**  **Computer Lab:**  **Finish Zoo Research Packet**  **Natural Selection Game**  http://franklinscience.weebly.com/natural-selection.html |
| **Differentiation:**  *Differentiated Worksheet* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | | **Differentiation:**  *Specific groupings* | **Differentiation:**  *Differentiated test* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Formative assessed Punnett squares* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | | **Assessment:** | **Assessment:**  **Summative assessment test** |
| **Homework:** | **Homework:** | **Homework:** | | **Homework:**  None | **Homework:**  None |

Resources and Reflective Notes: