

Grade 9 and 10

Distance Learning Module 10 & Module 11: Week of: June 8-12, & June 15-18
Evolution Independent Project

Honors Biology - Modified from [Unit #5 - Evolution](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

The variation and distribution of traits in a population depend on genetic and environmental factors.

Evolution has resulted in physical and behavioral adaptations that increase an organism's chance of survival and reproduction

Theories regarding the suitability of organisms in their environment have changed over time based on scientific evidence.

Ecosystem dynamics impact the evolution of species.

Vocabulary:

Adaptations, Adaptive radiation, Coevolution, Convergent evolution, Evolution Theory, Fitness, Natural Selection, Species/ Speciation, Variations, Hypothesis, theory, law, mutations,

Skills:

Apply understanding of biochemistry, genetics and genetic variation to explain the mechanisms of evolution.

Analyze data and evidence to form conclusions about the mechanisms of evolution and justify claims with evidence and reasoning.

Expectation: Students will be able to communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Introduce Big Ideas project to reflect on evolution and follow student interests in topics we did not talk about yet	Big ideas project Brainstorming document Have students work together to create a culminating evolution project.	Complete brainstorming document
Tuesday: Big Ideas Project	Look over the ideas from your class and post your topic. Start to research it	Commit to a topic (and project format) on brainstorming document or google question

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
	Review rubric with class to answer questions (live or recorded session)	
Wednesday: Big Ideas Project	Continue research and share recorded evidence of new learning	Check in - submit research, report progress
Thursday: Big Ideas Project	Continue research and share recorded evidence of new learning	Check in - submit research, report progress Respond to the question "Why did you pick this topic? Are you glad you did?"
Friday:	Complete research and share project	Submit project and self assessment on rubric
Monday	Presentations during live session Respond to teacher questions and survey results	Work on missing assignments from evolution unit Respond to survey
Tuesday	Presentations during live session Respond to teacher questions and survey results	Work on missing assignments from evolution unit Respond to survey (if have not already)
Wednesday	Presentations during live session Respond to teacher questions and survey results	All late work due Respond to survey (if have not already)
Thursday	Respond to teacher questions and survey results	Respond to survey (if have not already)

Week criteria for success (attach student checklists or rubrics):

Successful completion of Big Ideas Project, participation in live sessions, completion of student survey.

Supportive resources and tutorials for the week (plans for re-teaching):

YouTube playlist of helpful videos

BSCS Chapter 19 Evolution

Live sessions and support from teachers