

# Biology Weekly Learning Plan

SSFHS Biology

Week of May 3rd-May 7th

## Weekly Assignments and Announcements

**NOTE:** Details and links to assignments and Flextime/Office hours' Zoom link are located in Google Classroom under the Classwork tab

*\*\* Note: this plan might change depending on if our class needs more or less time on certain activities.*

### Monday

**Materials needed for class today:**

- ❖ Computer with internet
- ❖ Pen/pencil
- ❖ Notebook or binder paper
- ❖ Colors of some sort

Google Classroom Resources:

**Today's learning objectives & goals using the 5E's:**

**TUESDAY WILL BE ASYNCHRONOUS!**

- ❑ **ENGAGE:** SEL Icebreaker, "Would you rather be a river or a waterfall?"
- ❑ **EXPLORE:** Explore new concepts on natural selections and write them in your Cornell notes-Selection by adding vocabulary terms, questions & main ideas
- ❑ **EXPLAIN:** Explain the process of natural selection in evolution by completing the Part 2: Arc 2 Activity Guide- Natural Selection & demonstrate understanding the following concepts:
  - ❑ Analyze and interpret data to show natural selection in a population, and that the selection is dependent on the environment.
  - ❑ **Construct an explanation about how natural selection occurs, how it is different from artificial selection, and how it can lead to the evolution of populations.**
  - ❑ Develop and use a model about how geology can change the ecology of an area, and influence the evolution of populations in that environment.
  - ❑ Construct an explanation about how natural selection can result in superbug populations.
- ❑ **ELABORATE:** Elaborate on what you are learning with the Edpuzzle Activity: Evidence of Evolution
- ❑ **EVALUATE:** Complete your **OPEN BOOK TEST: SELECTION** on Artificial & Natural- Tuesday

**Agenda:**

1. Log into google classroom & review [Zoom expectations](#)
2. Type "hi" into chat for **attendance**
  - **Check Infinite Campus, Google Classroom & School Loop**
3. **ENGAGE:** SEL Icebreaker, "Would you rather be a river or a waterfall?"
4. **EXPLORE:** Use this [\(Set 1\) Arc 2: Part 2 Natural Selection Google Slides Presentation](#) & [\(Set 2\) Arc 2: Part 2 Natural Selection Google Slides Presentation](#) to explore new concepts on natural selections and write them in your **Cornell Notes-Selection** by adding vocabulary terms, questions & main ideas
5. **EXPLAIN:** Work on the "Arc 2: Part 2 Natural Selection Activity Guide" assignment on Google Classroom & use this order:
  - Introduction to rock pocket mice
  - [Carrizozo Malpais Model Reading](#)
  - Carrizozo Malpais Model (JAM and DOC)
  - Rock pocket mouse asynchronous work

	<ul style="list-style-type: none"><li>○ Complete the correct order of <a href="#">rock pocket mice pictures</a></li><li>○ <a href="#">Rock pocket video clip</a></li><li>○ Create mathematical model (DOC)</li><li>○ Answer questions 11-15 &amp; Summary of Understanding</li></ul> <ul style="list-style-type: none"><li>● Use these presentations in this order for Monday 4/26 through Friday 4/30<ul style="list-style-type: none"><li>i. <b>Arc 2 Natural Selection Google Doc Part 2</b></li><li>ii. <a href="#">(Set 1) Arc 2: Part 2 Natural Selection Google Slides Presentation</a></li><li>iii. <a href="#">Carrizozo Malais Jamboard Student Examples</a></li><li>iv. <a href="#">(Set 2) Arc 2: Part 2 Natural Selection Google Slides Presentation</a></li><li>v. <a href="#">(Set 3) Arc 2: Part 2 Natural Selection Google Slides Presentation</a></li></ul></li></ul> <p>6. <b>ELABORATE:</b> Elaborate on what you are learning with the Edpuzzle Activity: Evidence of Evolution</p> <p>7. <b>EVALUATE:</b> Cornell Notes &amp; Open book test Tuesday-assigned in Google Classroom</p> <p><b>Homework:</b></p> <ul style="list-style-type: none"><li>❑ <b>COMPLETE THE MANDATORY GOOGLE ATTENDANCE FORM BY 3PM!</b></li><li>❑ <b>OPEN BOOK TEST: SELECTION TOMORROW, Tuesday 5/4</b><ul style="list-style-type: none"><li>❑ Use Cornell Notes (10 points)</li></ul></li><li>❑ <b>Complete the Arc 2: Part 2 Natural Selection Activity Guide- due tomorrow, Tuesday 5/4 at 6pm (10 points)</b></li><li>❑ <b>Complete the Edpuzzle: Evidence of Evolution activity assignment in Google Classroom due on Wed. 5/5 at 3pm</b></li><li>❑ <b>EXTRA CREDIT: CHOOSE ONE OR MORE ACTIVITIES BELOW!! due Wednesday 5/5 at 6pm</b><ul style="list-style-type: none"><li>❑ <u><b>Foldscopes- Build, Observe &amp; Sketch!</b></u></li><li>❑ <u><b>Evolution full documentary- Watch, Take Notes &amp; Write Paragraph</b></u></li><li>❑ <u><b>Peppered Moth Game- Read Natural Selection Article, Take Notes, Play Games!</b></u></li></ul></li></ul> <p><b>Announcements:</b></p> <p><b>TUESDAY WILL BE ASYNCHRONOUS!</b></p> <p>HERE ARE THIS WEEK'S ANNOUNCEMENTS: CLICK <a href="#">HERE</a></p> <p>To make an appointment for FlexTime-Click <a href="#">HERE</a></p>
<p><b>Tuesday</b></p> <p><b>Materials needed for class today:</b></p> <ul style="list-style-type: none"><li>❖ Computer with internet</li><li>❖ Pen/pencil</li><li>❖ Notebook or binder</li><li>❖ paper</li><li>❖ Colors of some sort</li></ul>	<p><b>Today's learning objectives &amp; goals using the 5E's:</b></p> <p><b>TODAY WILL BE AN ASYNCHRONOUS BIOLOGY CLASS!</b></p> <p><b>COMPLETE YOUR MANDATORY GOOGLE ATTENDANCE FORM WITHIN THE FIRST FIVE MINUTES OF CLASS &amp; FINISH THE HOMEWORK BELOW!</b></p> <p><b>Class work AND Homework:</b></p>

Google Classroom  
Resources:

- ☐ FILL OUT MANDATORY GOOGLE ATTENDANCE FORM BY 3PM!
- ☐ Complete the CHAPTER 2 OPEN BOOK TEST: SELECTION TODAY before 3pm sharp!
  - ☐ Use Cornell Notes
- ☐ Complete the Arc 2: Part 2 Natural Selection Activity Guide- due tomorrow, TODAY 5/4 at 6pm
- ☐ Complete the Edpuzzle: Evidence of Evolution activity assignment in Google Classroom due on Wed. 5/5 at 3pm
- ☐ EXTRA CREDIT: CHOOSE ONE OR MORE ACTIVITIES BELOW!! due Wednesday 5/5 at 6pm
  - ☐ Foldscopes- Build, Observe & Sketch!
  - ☐ Evolution full documentary- Watch, Take Notes & Write Paragraph
  - ☐ Peppered Moth Game- Read Natural Selection Article, Take Notes, Play Games!

**Announcements:**

**TUESDAY WILL BE ASYNCHRONOUS!**

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Wednesday

**Materials needed for class today:**

- ❖ Computer with internet
- ❖ Pen/pencil
- ❖ Notebook or binder paper
- ❖ Color
- ❖ Iphone

Google Classroom  
Resources:

**ASYNCHRONOUS SCHOOL TODAY**

Reminder:

Office Hours: 8:30-9:30am and 11:30-12:30pm

My Zoom office hours' link is in the Classwork Tab under Resources

**INDEPENDENT WORK:**

- ☐ Google Form Attendance Link-due today 5/5 by 3:00pm (assigned in Google Classroom)

**NOTE: ALL STUDENTS MUST COMPLETE THE GOOGLE FORM ATTENDANCE SHEET AND SUBMIT IT BY 3:00PM SHARP!**

- ☐ Complete the Edpuzzle: Evidence of Evolution activity assignment in Google Classroom due on Wed. 5/5 at 3pm
- ☐ EXTRA CREDIT: CHOOSE ONE OR MORE ACTIVITIES BELOW!! due Wednesday 5/5 at 6pm
  - ☐ Foldscopes- Build, Observe & Sketch!
  - ☐ Evolution full documentary- Watch, Take Notes & Write Paragraph
  - ☐ Peppered Moth Game- Read Natural Selection Article, Take Notes, Play Games!

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**NOTE: Students on my BARR team need to go to the BARR Google Classroom this week to complete this week’s fun activity!**

Thursday

Materials needed for class today:

- ❖ Computer with internet
- ❖ Pen/pencil
- ❖ Notebook or binder paper
- ❖ Color

Google Classroom Resources:

Today’s learning objectives & goals using the 5E’s:

- ❑ **EXPLORE**: SEL icebreaker: Explore & observe Planet Earth!
- ❑ **EXPLAIN**: Explain how natural selection occurred with rock pocket mice!
- ❑ **EXPLORE**: Explore how all living organisms are related and descended from a common ancestor by completing the “Intro Descent with Modification Activity Guide”
- ❑ **ENGAGE**: Engage in Chapter 3 by adding new vocabulary terms, questions and main ideas to the **Cornell Notes- Descent with Modification**
- ❑ **EXPLORE**: Brainstorm common examples of descent with modification in the Jamboard: Intro to Descent: Share Out
- ❑ **EXPLAIN**: Explain, develop and use a model, such as a cladogram, to show how many species can descend from one common ancestor.

Agenda:

Warm up: Say “hi” in the chat for **attendance**

1. **EXPLORE**: Icebreaker- watch Planet Earth clip & discuss in breakout rooms using the observe, notice, wonder format
2. **EXPLAIN**: **Essential Question KWL charts**: break out rooms-links on left-finish updating Evolution Phenomena board for “Investigative Phenomena #2”.
3. **EXPLORE**: Start Investigative Phenomenon 3: “Intro to Descent with Modification - Activity Guide” and brainstorm what the words “descent” and “modification” mean.
  - a. [Google Slides Presentation: Intro to Descent with Modification](#)
4. **ENGAGE**: Add vocab., questions and main ideas to **Cornell Notes- Descent with Modification**
5. **EXPLORE**: Brainstorm common examples of descent with modification in the Intro to Descent: Share Out Jamboard: assigned in Google Class and watch a video clip about descent with modification from [“What Darwin Never Knew”](#). (17:28-21:01)
6. **EXPLAIN**: Describe how descent with modification is shown on a cladogram.
7. **EVALUATE**: Reflect on one thing you learned today and type it in the chat along with typing “goodbye” in the chat before you leave class.

Homework:

- ❑ Finish your Jamboard Intro to Descent: Share Out due on **Fri. 5/7 at 8am**
- ❑ Finish your Google Doc “Intro to Descent with Modification - Activity Guide” due on Fri. **5/7 at 3pm** (10 points)
- ❑ Cornell Notes: Descent with Modification due on Fri. **5/21 at 6pm**
  - ❑ Add three notes, 3-6 questions/vocabulary terms & a 5-7 sentence summary

Announcements:

	<p>HERE ARE THIS WEEK’S ANNOUNCEMENTS: CLICK <a href="#">HERE</a></p> <p>To make an appointment for FlexTime-Click <a href="#">HERE</a></p>
<div>Friday</div> <div>Materials needed for class today:</div> <div><ul style="list-style-type: none"><li>❖ Computer with internet</li><li>❖ Pen/pencil</li><li>❖ Notebook or binder paper</li><li>❖ Color</li></ul></div> <div>Google Classroom Resources:</div>	<div>Today’s learning objectives &amp; goals using the 5E’s:</div> <div><ul style="list-style-type: none"><li>❑ <b>EXPLORE</b>: Explore more cool biology experiences with intern Laly Santos!</li><li>❑ <b>ENGAGE</b>: Explore how all living organisms are related and descended from a common ancestor and how natural selection connects to descent with modification by completing the “Arc 3: Parts 1-3 Activity Guide”</li><li>❑ <b>ENGAGE</b>: Engage in descent with modification by sorting finches into groups based on their characteristics using your Jamboard</li><li>❑ <b>EXPLORE</b>: Explore where the Galapagos Islands come from &amp; make an initial individual model in your notebook.</li><li>❑ <b>EXPLAIN</b>: Explain, develop and use a model to demonstrate island formation.</li><li>❑ <b>ELABORATE</b>: Elaborate on what you have learned about island formation by modifying your group’s jamboard.</li><li>❑ <b>ENGAGE</b> : Engage in Chapter 3 by adding new vocabulary terms, questions and main ideas to the <b>Cornell Notes- Descent with Modification</b></li></ul></div> <div>Agenda:</div> <div>Warm up: Say “hi” in the chat for <b>attendance</b></div> <div><ol style="list-style-type: none"><li>1. <b>EXPLORE</b>: Icebreaker- watch Planet Earth clip &amp; discuss in breakout rooms using the observe, notice, wonder format</li><li>2. <b>ENGAGE</b>: Start “Arc 3: Parts 1-3 Finch Activity Guide”<ol style="list-style-type: none"><li>a. <a href="#">Google Slides Presentation: (Set 1) Descent with Modification- Arc 3: Parts 1-2</a></li></ol></li><li>3. <b>ENGAGE</b>: Part 1: The Galapagos Finches - Sort finches into groups based on their characteristics on the first slide of your team’s jamboard. Use, “I notice, it reminds me of, I wonder, could it be...?” → <b>Jamboards: Click here assigned in Google Classroom</b></li><li>4. <b>EXPLORE</b>:Part 2: Where did the Galapagos Islands come from? Make an initial individual model in your notebook answering the question: How did the Galapagos Islands form? Where did the Galapagos Islands come from?<ol style="list-style-type: none"><li>o. Watch the first segment of the film, <i>The Beak of the Finch</i>. As you watch, notice how the islands formed. You may also watch a demo of the wax physical model.</li></ol></li><li>5. <b>EXPLAIN</b>:Revise your individual model of island formation..</li><li>6. <b>ELABORATE</b>:Make a group model of island formation on the second slide of your team’s jamboard. → <b>Jamboards: Click here assigned in Google Classroom</b></li><li>7. <b>ENGAGE</b> : Add vocab., questions and main ideas to Cornell Notes- Descent with Modification</li><li>8. <b>EVALUATE</b>: Reflect on one thing you learned today and type it in the chat along with typing “goodbye” in the chat before you leave class.</li></ol></div> <div>Homework:</div> <div><ul style="list-style-type: none"><li>❑ Finish your Google Doc “Intro to Descent with Modification - Activity Guide” due on Fri. <b>5/7 at 3pm</b> (10 points)</li><li>❑ Complete the “Arc 3: Parts 1-3 Finch Activity Guide” due on Monday <b>5/17 at 6pm</b></li></ul></div>

- ❑ Complete the Finch Jamboard: Slides 1-3 due on Mon. 5/17 at 6pm (10 points)
- ❑ Cornell Notes: Descent with Modification due on Fri. 5/21 at 6pm
  - ❑ Add three notes, 3-6 questions/vocabulary terms & a 5-7 sentence summary

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