

# Natural Selection Unit

Oct. 28, 2019

Day 4/40



**At the end of today's lesson you will be able to answer;**

- How do individuals in a population get their traits?

## **Classwork-**

- Natural Selection 3.3
- This final lesson of the chapter concludes students' investigation of why the distribution of poison traits in the rough-skinned newt population changed over time. Students begin this lesson by participating in the Write and Share routine. The purpose of this routine is for students to support one another's understanding of how mutations influence changes in trait distribution within populations. Building on what students have learned about why some traits become more common, they learn that a new trait that is created from a mutation only becomes the most common in a population if it is adaptive. To resolve the central mystery, students engage in scientific argumentation as they consider all the evidence they have gathered about the newts. Based on their evaluation of the evidence, students revise their claim about how the population changed to be so much more poisonous. Students then use the Modeling Tool to create a visual model that explains their thinking. For homework, students read a short article about another natural-selection mystery: changes in the stickleback population. The purpose of this lesson is for students to apply what they have learned in order to make sense of why the rough-skinned newt population changed so much over time as well as to engage in oral and written argumentation..

## **Homework-**

- Finish up all of the activities in the Natural Selection section 3.3