



Subject: Science

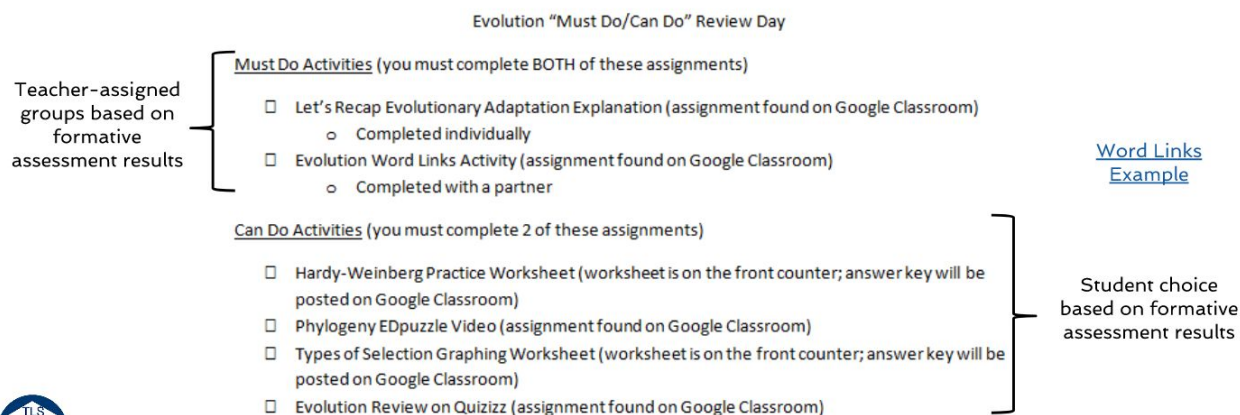
Grade Level: High School

DI Strategy: Must Do/Can Do

Evolution Must Do/Can Do Lesson

At the end of our Evolution Unit, I wanted to provide my students with a way to review the content in a differentiated way. I chose to do a Must Do/Can Do lesson. A basic Must Do/Can Do lesson provides students with a list of activities/tasks that they must complete and then a separate list of activities/tasks that they can choose from. I also wanted to ensure that my students were able to work at their correct level of difficulty, so I differentiated this Must Do/Can Do lesson multiple ways. Prior to the activity, my students completed a Targeted Check. I administered a Google Form that asked them questions looking for two different things - how well they could apply the conditions of natural selection to a real world evolutionary example and their understanding of basic evolutionary vocabulary.

I used the data I collected to place the students into two groups. One group had the students who had a high level of mastery when it came to natural selection and real world examples and the second group had an average to low level of mastery. The Must Do/Can Do assignment given to the students is found below.



For the two Must Do portion, I tiered the activities for the two groups of students. For the Let's Recap activity, students in the high level group were given more challenging evolutionary adaptations to explain while students in the second group were given easier adaptations to explain. For this activity, students selected an evolutionary adaptation out of a bucket and had to explain how the conditions of natural selection applied to that adaptation. They used a program called Let's Recap to record a video of their explanation for me to watch later. I had the higher level group work on this activity first while the lower group started the Word Links activity. After all of the higher level group students completed their explanation, I switched out



the evolutionary adaptation examples in the bucket and had the second group select their examples to explain.

For the Word Links activity, students worked with a partner within their group to create a series of Word Links between the evolution vocabulary words I provided for them. The high level group was given more challenging words and had to create a longer Word Links. The lower group of students were given less words and were asked to create a shorter Word Links. To create the Word Links, students had to take two of their evolutionary vocabulary words and explain how they were related to each other. Then they had to take the second word in their original Word Link and connect it to an additional vocabulary word and explain that connection. They continued this process of adding a new word to the second word in the link until they had reached the number of Links I had asked each group to complete.

As students completed both Must Do activities, they were allowed to move onto the list of Can Do activities. They had four options to choose from and they were required to completed at least two of the options. I asked my students to make their selection between the four options based on the results of the original Targeted Check that they had completed. Students were asked to complete the two activities that covered the topics that showed their biggest areas of weakness. The Can Do portion was set up in a similar fashion to a Challenge By Choice differentiation strategy.