# Sexual Selection – Learning segments a glance (2-3 traditional class periods)

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|  | Model move | Est time  (min)\* | Overview | Resources\*\* | What we figured out |
| 1 | M | 10-15 | We come back to the model of natural selection and reinforce the concept of fitness by examining data from three variants of cave salamanders. | * SS 01 Sexual Selection Doodle sheet * SS 01 Cave salamanders | We reviewed natural selection and discussed fitness in more detail. |
| 2 | P->Q | 10-20 | We examine the phenomenon of sexual dimorphism across a number of species and go a bit more in depth on ring-necked pheasants. We generate questions to guide us going forward. | * SS 01 Sexual Selection Doodle sheet * SS 02 Ring-necked pheasant background information | We generated some questions about characteristics that would seem to put the organism at a disadvantage. |
| 3 | Q->M | 5-10 | We develop initial model ideas about why male pheasants have bright colors. | * SS 01 Sexual Selection Doodle sheet | We surfaced our initial ideas about the ring-necked pheasants. |
| 4 | P->M | 25-30 | We examine more information about the ring-necked pheasants, their closest relatives and their mating behaviors. We return to our model and revise and then come back to the cave salamander question. | * SS 04 Pheasants and their relatives reading * SS 04 Pheasants courtship and mating * SS 01 Sexual Selection Doodle sheet | We found out more about ring-necked pheasants and used that information to refine our model. |
| 5 | M->P | 20-30 | We read about another example of mating behavior and apply our model to make sense of it. | * SS 05 Survival of the sneakiest reading & questions | We applied our model to another species. |

\* Time is an estimate and will depend on your class. Take your time if needed.

\*\*Please visit the slides (PPT presentations) and modify them as you need.